Functional Human Neuroanatomy
Course Handbook for GMS6705

COURSE NUMBER GMS6705

CREDIT HOURS 4 credit hours

COURSE DESCRIPTION

This semester online course is organized into thirteen modules, each of which covers a key human neuroanatomical system. The primary focus of this course is mastery of human neuroanatomy and understanding how the various structures in the brain are connected to form functional neural systems. Beginning with Module 3 and moving forward you will work through a new Focus Case Study that will be associated with each module. Each Focus Case Study describes a patient exhibiting symptoms characteristic of disruption of the neural system being studied that week. Over the course of the week, you will "solve" the multi-assignment case study using the information presented in the module and in previous modules. These case studies have been designed to help you master the neuroanatomy and functions of the primary neural system under study. At the end of this course you will not only have a working knowledge of human neuroanatomy, but you will also be able to use this knowledge to explain how disruption of brain structure leads to changes in human behavior and cognition.

COURSE GOALS / LEARNING OUTCOMES
Functional Human Neuroanatomy is a complex but rewarding field of study. The driving force behind studies of the human brain continues to be our desire to explain normal human behavior and cognition and the changes in behavior and cognition that often result from injury and disease. In this course we will cover the anatomy and functions of key neural systems including motor and

somatosensory systems, the cranial nerves, the visual system, the auditory and vestibular systems, the basal ganglia and cerebellum, the hypothalamus, the limbic system, and higher cortical systems.

At the end of this course, you will not only have a working knowledge of human neuroanatomy, but you will also be able to use this knowledge to explain how disruption of brain structure leads to changes in human behavior and cognition.

COURSE FORMAT

The Syllabus
We call the current document the course handbook and this document contains most of the information that is normally found in a typical syllabus. The reason this document is not officially a "syllabus", is, that there is no precise schedule herein. The precise class schedule is found in Canvas and is dynamically updated automatically if a change in the schedule is instituted. You can find the syllabus as shown below.

Course Modules
This course is divided into 13 Modules. Most Modules will be completed in one week – longer modules are covered in two weeks. Each Module covers a specific neural system and is broken down into 3-7 Units that contain the core material. You must complete the 13 Modules sequentially, and each Module will be considered complete when you have submitted the Case Study assignments, and completed the Module tests for that module. The flow of the class is strictly controlled. If you do not complete the Case studies or Module tests on time, you will be automatically locked out of the Identification tests, Case Studies, and Module test for the following module which required that item as a prerequisite.

Focus Case Studies
In addition to the units that contain the core material, beginning in Module 3, each Module contains a Focus Case Study that you will "solve" over the course of the week using the information presented in the Module under study and in the previous Modules. Each Case Study contains 2-5 assignments that you will be required to complete sequentially and submit prior to taking the Module tests that

accompany each Module. Each assignment is submitted through a text entry box that allows rich formatting and insertion of media and images. This feature allows you to support your answers with drawings you create (but drawings and media are NOT required for perfect performance).

Units
Each Module is broken down into 3-7 Units that have been designed to improve your ability to access and understand the material presented on the neural system covered in each module. Each Unit contains a reading assignment, a video lecture(s) in VoiceThread format, and a self-check quiz that will allow you to determine how well you have understood the material presented in the unit. Each VoiceThread lecture is ~20-40 min in duration and can easily be viewed slide-by-slide allowing you to view the lectures on your schedule.

Weighting of Quizzes and Assignments
The self-check quizzes will constitute 15% of your final grade and the module tests will constitute 50% of your final grade. The remaining 35% of the final grade will be derived from the Case Study assignments you complete for each module. The content and quality of the Case Study assignments will be evaluated by both instructors.

Unit Self-check quizzes	15% Grade
Module tests	50% Grade
Case Study Assignments	35% Grade

TARGET AUDIENCE
This semester course has been specifically designed for students enrolled in the UF Biomedical Neuroscience Certificate Program. This course is designed to provide a working understanding of Functional Human Neuroanatomy. Graduate students attending UF in programs outside of the IDP Neuroscience Program and interested postgraduate and advanced undergraduate students are encouraged to inquire about registration.

PREREQUISITES
If you are an Online Certificate student or an Online Master's student, GMS 6007 is an absolute prerequisite for taking this course. If you are enrolled somehow without having taken GMS 6007 course, please drop the course immediately.

COURSE DIRECTOR AND INSTRUCTOR
Nick Musselwhite, Ph.D
Lecturer
Biomedical Neuroscience Online

Ron Mandel, Ph.D. Instructor
Professor of Neuroscience

Assistant Director of Biomedical Neuroscience Online

Email – see directions below

GENERAL COURSE SCHEDULE
This is a semester course that is offered during the spring semester each year. One course module will be completed each week unless otherwise indicated. In addition to reading assignments, quizzes and tests, students will complete one Focus Case Study each module starting in Module 3.

Start Module (1/2 week)
    Unit 1 The Course Handbook, Syllabus, and Deadlines
    Unit 2 Introduction to VoiceThread and LockDown Browser
    Unit 3 Course Textbooks and Neuroanatomy Websites and Apps
Module 1 Overview of Neuroanatomy (1/2 week)
    Unit 1 Macroscopic Organization of the nervous system
    Unit 2 Basic Cell Types and Neural Signalling
Module 2 Cerebral Cortex and Environs
    Unit 1 Subdivisions of the cerebral cortex
    Unit 2 Skull, Ventricles, Meninges, and Blood Brain Barrier
    Unit 3 Introduction to Differential Diagnosis of Neurological Pathology
Module 3 Motor Pathways (2 weeks)
    Unit 1 The lateral Corticospinal Tract
    Unit 2 Additional Long Motor Tracts - Rubrospinal, Tectospinal, Vestibulospinal, and Reticulospinal tracts
    Unit 3 Clinical Correlations of Motor Pathway Lesions
Module 4 Somatosensory Pathways
    Unit 1 Dorsal column medial lemniscal system: Fine touch and proprioception for the body
    Unit 2 Anterolateral system: pain and temperature for the body
    Unit 3 Clinical Correlations of Somatosensory Pathway Lesions
Module 5 Brainstem Surface Anatomy and Cranial Nerves (2 weeks)
    Unit 1 Brain stem Surface Anatomy
    Unit 2a Brain Stem Internal Anatomy
    Unit 2b Brain Stem Internal Anatomy
    Unit 3 Corticobulbar Tract
    Unit 4 Trigeminal Sensory Systems
    Unit 5 Other Sensory Nerves
    Unit 6 Clinical Correlations of Cranial Nerve Lesions
Module 6 CNS Vascular Supply
    Unit 1 Arteries
    Unit 2 Veins
    Unit 3 Clinical Correlations of Cerebrovascular lesions
Module 7 Eye Movements and Pupillary Reflexes
    Unit 1 Eye Movements
    Unit 2 Pupillary Reflexes
    Unit 3 Clinical Correlations of Extraocular Eye Movements and Pupillary Reflexes
Module 8 The Visual System
    Unit 1 The Eye
    Unit 2 The Neural Retina
    Unit 3 Retinal Output and Central Visual Pathways
Module 9 The Auditory and Vestibular Systems
    Unit 1 The Labyrinth and Cochlea

LEARNING RESOURCES

- **The following two textbooks are REQUIRED for this course**:

  1. Neuroanatomy through Clinical Cases, 2nd Edition. Author: Hal Blumenfeld. Sinauer Associates, Inc. 2010. ISBN 978-0-87893-058-6 I recommend you buy the hardcopy from a friend or a vendor like Amazon because I do not like the eBook interface. However, if you are interested in the eBook the link is below (if you have any trouble obtaining this book please notify me immediately). There is a 3rd edition of this book. The 3rd edition seems to have the exact same material but with enhanced student resources. It is fine to get the 3rd edition. The page numbers from the 3rd Ed have been added to the reading assignments.

    o
    2nd Edition: https://redshelf.com/book/673333/neuroanatomy-through-clinical-cases-673333-9781605353975-hal-blumenfeld

    3rd Edition: https://www.vitalsource.com/products/neuroanatomy-through-clinical-cases-hal-blumenfeld-v9781605359632

    2. Neuroanatomy in Clinical Context: An Atlas of structures, Sections, Systems, and Syndromes. Haines, D.E. 10th edition., ISBN/ISSN 9781496387936, https://shop.lww.com/Neuroanatomy-Atlas-in-Clinical-Context/p/9781496387936

The following book is recommended:

  o Sylvius 4 Online: An interactive atlas and visual glossary of human neuroanatomy. Authors: S. Mark Williams and Leonard E. White. Sinauer Associates, Inc. ISBN 978-0-

87893-969-5 https://global.oup.com/academic/product/sylvius-4-online-9780878939695?cc=us&lang=en&

There are images taken from this online atlas in some of the VoiceThreads early in the course, so this resource is recommended but you should be able to complete the course without using this atlas. There are numerous other free online atlases that could also replace this resource.

- o We will also be providing you with specific relevant Chapters from Medical Neuroscience Authors: Stephen E. Nadeau, Tanya S. Ferguson, Edward Valentstein, Charles J. Vierk, Jeffrey C. Petruska, Wolfgang J. Streit and Louis A. Ritz, Saundars 2004, ISBN 0-7216-0249-5 (out of print) as supplementary reading.

NOTE: We suggest using the eBook version of the Neuroanatomy through Clinical Cases. Both of these textbooks can be purchased through the following website: https://redshelf.com/book/673333/neuroanatomy-through-clinical-cases-673333-9781605353975-hal-blumenfeld.

- All VoiceThread lectures are accessed directly through the Canvas course website. VoiceThread is an asynchronous interaction platform that **allows you to post questions about the material directly within the lectures** using the text, audio, or video + audio commenting feature of VoiceThread. VoiceThread is easy to use and you will become familiar with it as you work through the Start Module of the course.

- Each unit contains a self-check online quiz that is designed to reinforce the materials covered in each unit. These quizzes contain questions that will serve as examples of those comprising the module tests.

- Discussion boards for each Module are available for posting questions about the course materials covered in that Module.

- Online or face-to-face meetings with instructors are available upon request.

Assignments and Examinations

SELF-CHECK QUIZZES, MODULE TESTS, and FOCUS CASE STUDIES

For each of the 13 modules, students will complete 3-7 self-check unit quizzes and three module tests (identification, fact, short essay). For modules 3-13, you will need to display competency (minimum 80% correct) in the identification of neuroanatomical structures in order to progress to the in a fact-based chapter test. For modules 3-13 students will also complete a multi-part case study. Most Modules are covered in one week. All self-check quizzes for the modules covered in one week are due on the Thursday or Friday of that week at 11:59 pm.

SELF-CHECK QUIZZES

Each unit is accompanied by a self-check quiz that is designed to allow you to determine how well you know the material in that unit. These quizzes will be taken under the same conditions as the identification and module tests – that is they will be taken using Honorlock without intrusive proctoring, they will be timed, and <u>once a question is answered and submitted, you will not be able to return to that question. You must answer each question to view the next question.</u> You will be given 1 min to answer each question on average.

You must complete all self-check quizzes for a specific Module by 11:59 pm on the Thursday before the Module tests are due. The correct answers for these quizzes will be available to you from 12:01 am on Friday until 12:01 am on Saturday.

The <u>reasons for completing these quizzes by this deadline</u> are:

1. You will not be able to access the quizzes after 11:59 on Thursday and will receive zero points for quizzes not completed by the deadline.

2. Taking these low stakes quizzes by 11:59 on Thursday will enable you to determine what materials you don't understand and will give you an opportunity to obtain help with this material on Friday-Saturday before taking the module tests on Sunday. The instructor will have limited availability for answering questions on Sunday.

3. The answers for the self-check quizzes taken each week will be made available to you automatically. You must have submitted the quiz to see the answers. The correct answers may not be shown (many questions are accompanied by explanations) because you are expected to figure out the correct answer as a study method for the final module test.

IDENTIFICATION TEST (using Honorlock)

The first weekly quiz will consist of **neuroanatomical identification** questions that are mainly multiple choice but some do contain fill-in-the-blank. The ID test is due at 11:59pm on every Friday starting with module 3 (Mod 1-2 on Sunday). In the identification module test, the <u>questions will be randomized and will be presented one-at-a-time. Once a question is answered and submitted, you will not be able to return to that question. You must answer each question to view the next question.</u> You will be given an average of 20 sec to answer each question. You must achieve 80% correct answers on this module test to be allowed to matriculate to the chapter test due on Sunday. You may take the ID test as many as 4 times to achieve the 80% benchmark. If you fail to reach the 80% benchmark for an ID test, you must contact the course director to allow an additional attempt. Five points will be deducted from the ID test score for each additional attempt. Due to the way Canvas operates, the points will be deducted just prior to calculation of the final grades for the course. **Therefore, it is imperative that you leave yourself enough time on Friday to take this test multiple times or you may be locked out of the next module test. <u>This then locks you out of the following module tests for the rest of the class</u> (this is a Canvas feature that cannot be defeated by the Instructor). See below for excused absence policy.**

CHAPTER TEST (using LockDown Browswer)
The second module test will consist of T/F, multiple choice, matching, fill-in-the-blank, and multiple answer questions. All sections will be timed and taken using LockDown Browser.

The questions will be randomized and will be presented one-at-a-time. Once a question is answered and submitted, you will not be able to return to that question. You must answer each question to view the next question. You will be given an average of 1 min per total points on this module test. Also, in some of these quizzes, there are multiple answer choice questions. **Canvas grades these multiple answer questions as follows: Canvas gives proportional points for each correct selection but removes points for each incorrect answer (there are not negative total points for an individual question). For example, if the question is worth 3 points and there are 6 correct choices, and a student answers 4 correct choices and 2 incorrect choices, the student receives +2 points for the correct choices but -1 for the incorrect choices. Therefore, even though 4 choices were correct, the student only receives 1 point total. This is a feature of Canvas and cannot be changed. Therefore, on multiple answer choice questions, it is best not to guess.**

We highly recommend that you take the online tests during UF Help Desk hours whenever possible so that you can obtain assistance if needed. Moreover, remember that the Canvas server does not have unlimited bandwidth. Therefore, if you wait until 11pm on Sunday night to begin your assignments, many other people around the UF campus are doing the same thing. This stresses the server on our end which may slow loading of test pictures and take away from your time. Taking assessments at the last minute also does not allow for unexpected problems that may occur.

Importantly, the time limit for completing the exam starts when you start the exam. *For example, if you begin a 40 min exam 20 minutes before it is due, you will be given only 20 min to complete the exam because it automatically submits your exam when it is due.*

FOCUS CASE STUDIES
Case study assignments accompany modules 3-13. They consist of 2-5 assignments, each of which must be completed and submitted before the next module is the study is available to you. You must complete and submit the case study assignments for each module before you will be allowed to take the module tests. Focus case studies are open book and are untimed and unproctored. Although the focus case studies are open book, they are to be completed alone, they are not group projects.

For both the module test and the focus case studies, you will eventually be able to see the answers. Because grading can take variable amount of time, the available time to view the results may be variable. That being said, the instructor's goal is to finish grading by each Monday afternoon and if this is achieved, the answers will be available for 24 hours after the grades are posted.

OUTSIDE SOURCES

The field of Neuroscience is among the fastest moving fields of research. In addition, there is far more yet to be known about brain function than we already know. Therefore, it is possible, using outside sources to dispute most, if not all of the questions on each type of assessment by using outside

sources that might be seen to contest a presented fact. We can only ask questions that are derived from the learning resources listed in this handbook. There is no question that there are controversies and unknowns in the field of functional human neuroanatomy but you will be tested only on the information presented in this course. For the purposes of this course, the information presented is considered to be solid even if some of the information could legitimately be disputed. Therefore, we can only assess your answers to any assessment type based on the information presented from within this course. While we would never discourage anyone to do outside reading, you will not be awarded points based on some outside source that disputes the answer to any particular question. **This policy may be one of the most important in the course because without this policy, we could not assess grades at all.**

Assignments, quizzes and tests will not be accepted late.
As a rule, unless you have a medical excuse or a confirmed family emergency with appropriate documentation, late assignments, quizzes, and tests will not be accepted. We recognize that personal circumstances arise that may interfere with your ability to meet a deadline. If this occurs, please let us know as soon as you know. We will not be receptive to retrospective requests for deadline extensions. Your emails will be responded to within 24 business hours (typically sooner).

Cumulative nature of the class

Each module is cumulative, i.e., you will be expected to remember and have mastered the material for past modules. **You <u>will</u> be asked questions that require knowledge of previous modules on ID tests, module test and especially focus case studies**. Once a learning objective is introduced, you will be expected to know that subject matter from there on out in the course.

If you encounter computer technical difficulties, be sure to include a UF helpdesk ticket number in your request for a deadline extension if you plan to request one. The extension request MUST be created within a few minutes of the technical difficulty and submitted as soon as possible (see below).

Grading scale
A letter grade will be given at the end of the course that will reflect the weighted percentages of the points you have earned.

If the class average reaches 85% or above the following scale for letter grades will apply:

93-100% = A
90-92.9%= A-
87-89.9% = B+
83-86.9% = B
80-82.9% = B-
77-79.9% = C+
73-76.9% = C
70-72.9% = C-
67-69.9% = D+
63-66.9% = D
<63% =E

If the class average is < 85% everyone's score will be scaled to a class average of 85% and then the above scale will apply. There is no rounding of curved grades. Because final scores are not final until after the last test is completed, it is impossible to answer questions about an individual person's grade prior to the calculation of the final curve. Therefore, emailing the course director prior to the end of the course to ask about your final grade is futile.

GRADING POLICY

There is a lot of material covered in this course. Thus, it is **VERY IMPORTANT** that you set aside sufficient time each week to complete the required work. Students will be expected to complete <u>all requirements for one module each week</u>. There will be no deadline extensions for completion of a module unless granted by the course directors prior to the scheduled completion date. Failure to submit a module assignment, self-check quiz, or module test by the course deadlines will be recorded as a zero. Once final grades are published, there are no alterations allowed. If a student has an issue with an individual graded assignment, they must address that concern the week of the assignment. Therefore, individual assignment grade changes will not be considered at the end of the course.

REQUIRED TECHNOLOGY

- Laptop or desktop computer equipped with microphone and video camera. A microphone and video camera will be used for video conferencing with instructors if you choose to do this. <u>You must have stable internet of ></u> **50 Mbps at your disposal**. A computer with at least 16 Mb of internal RAM, running a CPU of at least 1.8 GHz, and a <u>separate graphics card</u> are recommended.
- All the images in this course were created with a PC using Windows. While everything *should* work on a Mac OS system, if there are sometimes problems with images, PC to Mac OS encoding difficulties are probably at fault **and it is certain that you will not get to retake questions where images don't appear**. We have gone through the course and reduced the resolution of each image in the chapter tests to 150 dpi which is the screen resolution to try to reduce the problem of images not appearing in tests but this still happens. If this happens to you, you will not receive points but we strongly recommend taking steps to assure your computer hardware meets the requirements listed above. This issue can also be mitigated by not taking tests during peak server hours which is any time close to 11:59pm on any given day.
  - o There is a Canvas app that can be used to access the course using your portable devices. The app is not as good as laptop or desktop computers. <u>Under no circumstances should you take any quiz using a portable device.</u>
  - o There are VoiceThread apps that are available for iOS and Android devices that can be used to view and post comments on VTs. While these portable devices are excellent for watching lectures and asking questions, we strongly recommend that you use laptop or desktop computers when working on this course. (While I often use the iOS VT app myself, I have found it to be terribly unreliable. VT often fixes issues rapidly and please feel free to contact their support which is very responsive).
  - o This is an online course. Therefore, travel during the course is the student's choice but because this course is extremely challenging with many time sensitive assignments due every week, optional travel is strongly discouraged. The requirements for high-speed internet and appropriate level computer with a modern operating system are still absolute requirements during travel and are the students' responsibility. Unexpected *emergency* travel to areas with poor infrastructure can be an excused absence but the course instructors must be advised either prior to or as soon as possible during the

emergency travel. Optional travel cannot be disallowed but, again, it is the student's responsibility to ensure the availability of reliable high-speed internet and appropriate computer equipment. Internet failure during optional travel may not be deemed an excused absence.

- **Installation of LockDown Browser** – installation instructions and a practice quiz are under Task 3 of Unit 2 in the Start Module. Prior to starting LockDown Browser, quit all other programs on your computer.

- High speed, broad band internet connection such as DSL or cable. **When using LockDown Browser your computer should be directly connected to the internet rather than accessing using WiFi.** A broadband Internet connection is strongly recommended. Slower connections should still be able to access e-Learning, but will take longer to load.

- **Install Honorlock as an add on to Chrome**

    - SPECIAL NOTE: Some users with satellite Internet service may find their online courses do not load quickly or consistently due to satellite network design issues.

- It is highly recommended that you work with Canvas and VT using either the **Firefox or Chrome Browsers.** Only Chrome can be used for Honorlock on a majority of the assessments in this course.

- For specific questions about browser compatibilities and general questions about e-learning at UF please go to https://wiki.helpdesk.ufl.edu/FAQs/E-Learning.

Software Use

All faculty, staff, and students of the University are required and expected to obey the laws and legal agreements governing software use. Failure to do so can lead to monetary damages and/or criminal penalties for the individual violator. Because such violations are also against University policies and rules, disciplinary action will be taken as appropriate. We, the members of the University of Florida community, pledge to uphold ourselves and our peers to the highest standards of honesty and integrity.

NOTIFICATIONS

The complicated nature of this course in Canvas necessitates the liberal use of announcements. Moreover, after tests are graded and released, you can get notifications of the test opening. Without these notifications, you may miss important course information or your chance to go over your test results in detail. Therefore, it is critical that you set up your notifications in Canvas under your account to your own specifications. Below are 2 figures showing you the location of your notifications in Canvas and suggested settings. Choose 'Notifications' from the 'Account' tab, set which notifications and how you wish to receive your chosen notifications as shown.

Course Activities	Email rmandel@ufl.edu	Push Notification For All Devices
Due Date	📅	🔕
Grading Policies	🔕	⊘
Course Content	🔕	🔕
Files	🔕	⊘
Announcement	🔔	🔔
Announcement Created By You	🔔	🔔
Grading	🔔	🔕
Invitation	🔔	🔔
All Submissions	🔔	🔕
Late Grading	📅	⊘
Submission Comment	📅	🔕
Blueprint Sync	🔕	⊘

Account — Ron Mandel — Logout

Notifications
Profile
Files
Settings
ePortfolios
Shared Content
GatorEvals
Follett Discover
QR for Mobile Login
Global Announcements

Dashboard · Courses · Calendar · Inbox · History · Commons · Help

COURSE CONDUCT (What is expected of you)

In all course related activities, students are expected to respect one another and use proper language. Students need to be aware that online learning can present significant challenges, particularly to individuals who are not 'self-starters' or those who do not possess good time management skills.

The online classroom is available to you 24 hours a day. Unlike traditional instructional settings in which each student gets the same class, the online setting means that every student gets a different class, the class of his or her choosing. In theory, this type of instruction should be more adaptable to a variety of learning styles. The reality is, however, that some students seem unwilling (we believe all are able) to create their own virtual classroom. This results in procrastination and low quality performance. Recognizing that everyone learns differently, it is impractical to prescribe a 'best way' to approach this course.

You are expected to adhere to the class calendar. If you have a calendar app that you prefer to use, it is recommended that you put the due dates in your app as reminders. The assignments, quizzes and tests associated with the Modules are due on the days and times stipulated on the syllabus and in the also shown in the 'To Do' section on the right side of the course home page. While class interaction and group study are encouraged (it is a very effective way to learn in this course), there are no group projects and all assignments must be prepared and completed individually.

ACADEMIC HONESTY

As a result of completing the registration form at the University of Florida, every student has signed the following statement: "I understand that the University of Florida expects its students to be honest in all their academic work. I agree to this commitment to academic honesty and understand that my failure to comply with this commitment may result in disciplinary action up to and including expulsion from the University."

We fully support the intent of the above statement and will not tolerate academic dishonesty.

All students enrolled in GMS 6705 are expected to follow the University of Florida Honor Code (excerpt above). The full text can be found at: http://regulations.ufl.edu/chapter4/4041-2008.pdf

Student guidelines for ethical behavior can be found at: http://www.registrar.ufl.edu/catalog/policies/students.html.

Please also review the use of copyrighted materials, which can be found on the Health Science Center Library's web page: http://www.library.health.ufl.edu/services/copyright.htm

Additional Conduct Policy for this online course **PLEASE READ THIS SECTION CAREFULLY**

<u>It is strictly forbidden to use a second device such as a cellphone camera to take images of assessments</u>. A first violation of this rule will result in the student receiving a zero for that assessment. A second violation of this rule will result in the student failing the course and this violation being reported to the University. This rule applies in all situations and even applies to taking a screenshot of a completed assignment in order to send to the instructor a dispute about a question. To avoid the need to take screenshots, you can use the comment feature within the test while viewing your results. In the comment, include the assessment title, question number, and issue at hand. Again, this policy is absolute. **There are no exceptions.**

Attendance and Make-up Policy

This is an asynchronous 100% online course so attendance is never required. However, as indicated above, various assessments have hard deadlines. In order to make up an assessment, you must have an excused absence. In general, we want all our students to succeed and are willing to allow well documented excused absences. In the spirit of fairness to all classmates, we must have some reasonable form of documentation. **<u>Pre-clearance</u> of an absence with the approval of the instructor is the best way to deal with obtaining an excused absence**. Technical difficulties must be documented by a Help Desk ticket (see below). In the absolute best case, the Help Desk Ticket should be documented <u>prior to the due deadline</u> of the assignment. However, if you waited until the last minute (which, while being your right, is not advisable), and the technical problem occurs during the assignment, the <u>timestamp of the Help Desk Ticket must be very close to the closing deadline</u> of the assignment. If you have an excused absence, extensions will be granted.

Potential excused absences:

- Medical emergencies require documentation.
- Family emergencies require some sort of documentation.
- Intervention of work or military deployment: We extremely value our students who also have careers, therefore, sometimes the students' career can intervene. In this case, it is critical that prior approval for an extension be obtained from the instructor with some form of documentation. Most times, finishing assignments well prior to their deadline ameliorates this type of problem.
- Internet outages: internet outages in your town or neighborhood can be an excused absence. However, a copy of a chat with your ISP or some other strict form of documentation must be

provided. Again, finishing assignments early reduces the chances of internet outages affecting your ability to submit assignments.
- Power outages: severe storms occur especially in the spring. Paying attention to weather reports indicating potential severe storms should allow you to plan in advance so that a power outage does not derail your on-time completion of assignments. However, if a power outage does affect your submission deadline, some form of proof from your provider, the internet, or a newspaper must be provided. See also travel policy above.
- This list is not completely inclusive and other types of absences can be considered with documentation on a case by case basis.

Excused absences must be consistent with university policies in the Graduate Catalog and require appropriate documentation. Additional information can be found in Attendance Policies.

WHEN DO I CONTACT THE UF HELPDESK?
In the event that you have **technical difficulties with E-learning**, please contact the UF helpdesk at learning-support@ufl.edu, or (352) 392-4357. If your technical difficulties will cause you to miss a due date, you MUST report the problem to E-learning. Include the ticket number that you are given in an e-mail to the instructor to explain the late assignment/quiz/test. As of this writing, Help Desk is available 24 hrs per day 7 days a week. If you email them with your problem, an automated reply will acknowledge your ticket submission. This ticket acknowledgement is an important time stamp to show you documented your problem in a timely fashion.

Types of questions that should be directed to the Help Desk:

1. I can't log into E-learning
2. I have clicked on the "submit" button for my quiz and nothing is happening
3. I can't upload an assignment (be sure that you have reviewed the tutorial on how to do this BEFORE you contact the Help Desk)
4. E-learning has given me an error message and I can't submit my assignment.

NOTE: *Late work that involves technical difficulties with E-learning MUST be accompanied by a ticket number from the Help Desk.*

ALSO *- Be sure to be familiar with the hours of operation for the UF help desk. There hours are posted at http://helpdesk.ufl.edu/about/business-hours/*

WHEN DO I POST QUESTIONS TO THE COURSE QUESTIONS DISCUSSION BOARD?
Questions that deal with the course content itself should be submitted to the Course Questions board. Posted questions should NOT be about grades or a private matter. Do not post personal grade questions on the Course Questions discussion board.

Before posting a question, check those already posted to be sure that you are not duplicating a question. These should be things that other students in the class might have trouble with. For example:
1. I am unable to post comments to VoiceThread.
2. One of the quiz questions did not display properly.

Posting on the Course questions board is the fastest way to get an answer to your question. Be sure to give it a meaningful heading!

Questions of a private nature should be e-mailed to the course instructor (see below on how to e-mail within E-learning).

In all cases, please allow 24 hours for a response. Every effort will be made to answer questions posted over the weekend with 24 hours. If not addressed, they will be addressed on the following Monday.

WHEN DO I EMAIL MY INSTRUCTOR?

Questions about the course should be e-mailed to the instructor through the e-mail tool in E-learning (Canvas).
Examples of e-mail questions for the instructor to get clear, concise responses:
1. I think there is an error in my grade for the assignment in module 3 (be sure to explain exactly why you think there is an error and provide documentation)
2. I am behind in the course and I would like to know how I may catch up (in such a case, your instructor may ask you to set up a Zoom meeting. PS, don't get behind: this course is nearly impossible to make up time in.
3. If you have questions about the course itself, please reread this handbook before asking a question. If the answer is not in the handbook, check the Course Questions discussion board (this discussion board can be located by clicking on the discussions menu tab on the left of the course home page). If the answer to your question is not there, please post the question on the Course Questions discussion board.

DO NOT e-mail the instructor with general course questions. If your question is of a personal nature, e-mail your instructor from within e-learning system using the instructions below.

DO NOT e-mail the instructor to act as your personal study partner. All the self-checks show you what you got incorrect specifically so you can go back and learn the correct answers on your own. The instructor will not answer "what is the right answer?". If you ask this type of question, you will receive a study prompt question in return (as a teaching tool).

Late work that involves technical difficulties with E-learning MUST be accompanied by a ticket number from the Help Desk.

HOW TO EMAIL YOUR INSTRUCTOR
To send an e-mail from the course:
1. Click on the mail icon that is located the left side of your screen.
2. Click the "Compose Message" button.
3. "To: window" will display.
4. Locate your instructor's name.
5. Always include a description in your subject line in the best case this will include the course number, GMS 6705, the module in question (1-13), the unit in question (1-7), and the item

such as self check #1. While this subject line may seem overly complicated it will allow the instructor to easily collate and search for specific questions throughout the course.

6. Type your message and add any necessary attachments. Be sure that your subject line adheres to the format indicated above.
7. Click "send."

STUDENT SUPPORT SERVICES

For any technical issues you encounter with your course please contact the UF computing Help Desk at 352-392-4357. For Help Desk hours visit: http://helpdesk.ufl.edu/ .
For a list of additional student support services links and information please visit:
http://www.distance.ufl.edu/student-services.

Special Accommodations - Students requesting disability-related academic accommodations must first register with the Disability Resource Center (http://www.dso.ufl.edu/drc/). This should be cone as early in the semester as possible. The Disability Resource Center will provide documentation to the student who must then provide this documentation to the Instructor when requesting accommodation. The Disability Resource Center is located in 001 Building 0020 (Reid Hall). Their phone number is 352-392-8565.