

**Research and Evaluation in Arts in Medicine**  
**HUM6930, Section 4H70**

**Credit Hours: 3**

**Summer B/2017**

**Meeting Times and Location: Online**

**Instructor:** Judy Rollins

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**Office Hours:** TBA

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**Course Website:** <http://lss.at.ufl.edu>

**Course Communications:** General questions should be posted on the discussion board and private questions sent to the instructor via the Canvas Inbox.

**Course Description**

This online course explores research and evaluation in arts in medicine. Quantitative, qualitative, and mixed methods will be discussed, with an emphasis on arts informed approaches for use in the healthcare settings, be it the hospital or in the community. Through video lectures, readings, writing assignment and weekly online discussion, students will learn the basics of developing a research proposal and evaluation plan.

**Purpose of Course**

The purpose of this course is to provide basic knowledge in evaluation and research with an emphasis on arts informed approaches to enable the student to effectively evaluate programs and to contribute to the growing body of knowledge in the field Arts in Medicine.

**Course Goals**

- To prepare students to effectively evaluate arts programming
- To develop students' understanding of the research process

**Course Learning Objectives**

- Distinguish between evaluation and research.
- Demonstrate understanding of the program evaluation process.
- Compare and contrast quantitative and qualitative methods.
- Discuss the use of arts informed methods/approaches in arts in medicine research and evaluation.
- Determine the critical components of a research proposal.

## Required Text

Creswell, J. (2014). *Research design: Qualitative, quantitative, and mixed methods approaches*. Thousand Oaks, CA: Sage.

## Additional Resources

Additional readings and online resources are posted in Course Materials on the course website and listed in the Course Outline table below.

*Optional:* Knowles, J., & Cole, A. (2008). *Handbook of the arts in qualitative research*. Thousand Oaks, CA: Sage.

## Dates for Ongoing Assignments

Discussion Board Posts: Posts are due on Mondays by 11:59PM Eastern Time

## Critical Dates for Major Assignments

1. Interview with Evaluator Report (500 words)—Due Friday, July 14, 2017 at 11:59 PM EST
2. Logic Model (Model plus 1–2 page narrative)—Due Monday, July 3, 2017 at 11:59 PM EST
3. Topic of Interest Interview Report (750 words)—Due Monday, July 31, 2017 at 11:59 PM EST
4. Observation Report (500 words)—Due Monday, July 17, 2017 at 11:59 PM EST
5. Evaluation Plan (750 words minimum)—Due Friday, August 11, 2017 at 11:59 PM EST
6. Topical Outline for Research Proposal—Due Monday, August 7, 2017 at 11:59 PM EST
7. NIH Protecting Human Research Participants Certificate of Completion—Due Monday, July 31 at 11:59 PM EST

## Course Schedule

<b>Module 1: Introduction to Research and Evaluation</b>			
Topic	Readings/Media	Assignment	Due Date
History and Overview of Evaluation	<ul style="list-style-type: none"><li>• View Instructor Intro to Course</li><li>• Read Shadish, W., &amp; Luellen, J. (2005). History of evaluation. In S. Mathison (Ed.), <i>Encyclopedia of evaluation</i> (pp. 183–186). Thousand Oaks, CA: Sage. (pdf)</li><li>• View Nonprofit Program Evaluation: A Conversation with Robert Fischer of Case Western Reserve University <a href="https://www.youtube.com/watch?v=ccFEy8YM SgQ">https://www.youtube.com/watch?v=ccFEy8YM SgQ</a></li><li>• Read Upfold, D., &amp; Turner, N. (2015). <i>Types of</i></li></ul>	<ol style="list-style-type: none"><li>1. Syllabus Quiz</li><li>2. Intro Essay</li><li>3. Interview an Evaluator</li><li>4. Discussion Board 1</li></ol>	<ol style="list-style-type: none"><li>1. 6/26</li><li>2. 6/26</li><li>3. 7/14</li><li>4. 6/26</li></ol>

	<p><i>program evaluation</i>. Retrieved from <a href="http://www.problemgambling.ca/EN/Resources/ForProfessionals/Pages/TypesofProgramEvaluation.aspx">http://www.problemgambling.ca/EN/Resources/ForProfessionals/Pages/TypesofProgramEvaluation.aspx</a></p> <ul style="list-style-type: none"> <li>• Read Creswell, J. (2014). Chapter 1: The selection of a research approach</li> </ul>		
<p><b>Module 2: Evaluation Planning</b></p> <ul style="list-style-type: none"> <li>• Describe the steps in the evaluation process.</li> <li>• Prepare a logic model that demonstrates the theory of change.</li> <li>• List the seven steps in conducting a literature review.</li> </ul>			
<p>Overview of Evaluation Planning</p> <p>Program Theory and Logic Models</p>	<ul style="list-style-type: none"> <li>• View CDC Evaluation Framework. Retrieved from <a href="https://www.youtube.com/watch?v=tOjieBh1ce0">https://www.youtube.com/watch?v=tOjieBh1ce0</a></li> <li>• Read McNarmara, C. (n.d.) <i>Basic guide to program evaluation</i>. Free Management Library. Retrieved from <a href="http://managementhelp.org/evaluation/program-evaluation-guide.htm">http://managementhelp.org/evaluation/program-evaluation-guide.htm</a></li> <li>• Read resources for developing an evaluation plan: Community Tool Box. Retrieved from <a href="http://ctb.ku.edu/en/table-of-contents/evaluate/evaluation/evaluation-plan/main">http://ctb.ku.edu/en/table-of-contents/evaluate/evaluation/evaluation-plan/main</a></li> <li>• Watch Brief Introduction to Program Logic Models (5 mins) retrieved from <a href="https://search.yahoo.com/search?ei=utf-8&amp;fr=aaplw&amp;p=video+on+developing+a+logic+model">https://search.yahoo.com/search?ei=utf-8&amp;fr=aaplw&amp;p=video+on+developing+a+logic+model</a></li> <li>• Watch Logic Model Basics Webinar (10:43 mins) retrieved from <a href="http://my.brainshark.com/Logic-Model-Basics-Webinar-884288960">http://my.brainshark.com/Logic-Model-Basics-Webinar-884288960</a></li> <li>• Watch Understanding Logic Models by way of a simple analogy - Accelerate Now with Michael Brand (3:56 mins) retrieved from <a href="https://www.youtube.com/watch?v=JFYQoHvNLQQ">https://www.youtube.com/watch?v=JFYQoHvNLQQ</a></li> <li>• Read Creswell, J. (2014). Chapter 2: Review of the Literature</li> <li>• Review the following evaluation planning resources and select one that you believe will be most helpful to you. <ul style="list-style-type: none"> <li>- <i>Developing an Effective Evaluation Plan</i> (<a href="http://www.cdc.gov/obesity/downloads/CDC-Evaluation-Workbook-508.pdf">http://www.cdc.gov/obesity/downloads/CDC-Evaluation-Workbook-508.pdf</a>)</li> <li>- <i>W K. Kellogg Foundation Logic Model Development Guide</i>. (<a href="http://www.wkkf.org/resource-directory/resource/2006/02/wk-kellogg-foundation-logic-model-development-guide">http://www.wkkf.org/resource-directory/resource/2006/02/wk-kellogg-foundation-logic-model-development-guide</a>)</li> </ul> </li> </ul>	<ol style="list-style-type: none"> <li>1. Logic Model</li> <li>2. Literature Review Article List</li> <li>3. Discussion Board 2</li> </ol>	<ol style="list-style-type: none"> <li>1. 7/7</li> <li>2. 7/3</li> <li>3. 7/3</li> </ol>

	<ul style="list-style-type: none"> <li>- <i>W.K. Kellogg Foundation Evaluation Handbook.</i> (<a href="http://www.wkkf.org/resource-directory/resource/2010/w-k-kellogg-foundation-evaluation-handbook">http://www.wkkf.org/resource-directory/resource/2010/w-k-kellogg-foundation-evaluation-handbook</a>)</li> <li>- <i>GAO Designing Evaluations</i> (<a href="http://gao.gov/assets/590/588146.pdf">http://gao.gov/assets/590/588146.pdf</a>)</li> </ul>		
<b>Module 3: Quantitative Methods</b> <ul style="list-style-type: none"> <li>• Apply principles of good survey design.</li> <li>• List four factors that affect survey response rates.</li> <li>• Identify three physiological measures with potential value for evaluating arts in medicine programming.</li> </ul>			
Quantitative Designs  Surveys Sample Sizes  Types of Data	<ul style="list-style-type: none"> <li>• Read Creswell, J. (2014). Chapter 8: Quantitative Methods</li> <li>• Watch Designing Good Survey Questions (2:14 mins). Retrieved from <a href="https://search.yahoo.com/search?ei=utf-8&amp;fr=aaplw&amp;p=video+on+designing+good+surveys">https://search.yahoo.com/search?ei=utf-8&amp;fr=aaplw&amp;p=video+on+designing+good+surveys</a></li> <li>• Watch 7 Tips for Good Survey Questions (4:01 mins). Retrieved from <a href="https://www.youtube.com/watch?v=Iq_fhTuY1hw">https://www.youtube.com/watch?v=Iq_fhTuY1hw</a></li> <li>• Read Sample Size Calculator. Retrieved from <a href="http://www.surveysystem.com/sscalc.htm">http://www.surveysystem.com/sscalc.htm</a></li> <li>• Watch Types of Data: Nominal, Ordinal, Interval/Ratio. Retrieved from <a href="https://www.youtube.com/watch?v=hZxnzft5v8">https://www.youtube.com/watch?v=hZxnzft5v8</a></li> </ul>	1. Survey 2. Physiological Measures Essay 3. Discussion Board 3	1. 7/10 2. 7/14 3. 7/10
<b>Module 4: Qualitative Methods</b> <ul style="list-style-type: none"> <li>• List four considerations when conducting a research interview.</li> <li>• Demonstrate the steps of analyzing interview data.</li> <li>• Prepare an observation report.</li> <li>• Discuss qualitative methodologies used in arts and healthcare</li> </ul>			

<p>Qualitative Designs</p> <p>Interviewing</p> <p>Observations</p>	<ul style="list-style-type: none"> <li>• Read Creswell, J. (2014). Chapter 9: Qualitative Methods</li> <li>• Watch Gibbs, G. (2013). “How to do a Research Interview.” (18:10) Retrieved from <a href="https://www.youtube.com/watch?v=ZYCHvXdG1bE">https://www.youtube.com/watch?v=ZYCHvXdG1bE</a></li> <li>• Read Patton, M. (2015). “Ten Interview Principles and Skills” from <i>Qualitative research and evaluation methods</i> (4<sup>th</sup> ed.). Thousand Oaks, CA: Sage, p. 424. (pdf attached)</li> <li>• Read Clifford, S. (n.d.) “Tipsheet— Qualitative Interviewing.” Retrieved from <a href="http://dism.ssri.duke.edu/pdfs/Tipsheet%20-%20Qualitative%20Interviews.pdf">http://dism.ssri.duke.edu/pdfs/Tipsheet%20-%20Qualitative%20Interviews.pdf</a></li> <li>• Watch Gibbs, G. (2012). “What to observe in Participant Observation.” (26:15) Retrieved from <a href="https://www.youtube.com/watch?v=JADIR-J9Ht4">https://www.youtube.com/watch?v=JADIR-J9Ht4</a></li> <li>• Read Moss, H. Donnellan, C., &amp; O’Neill, D. (2012). A review of qualitative methodologies used to explore patient perceptions of arts and healthcare. <i>Medical Humanities</i>, 38, 106–109. (pdf attached)</li> <li>• Read Bedwell (2001). “Measuring Joy: Evaluation at Baltimore Clayworks.” Retrieved from <a href="http://isites.harvard.edu/fs/docs/icb.topic974245.files/Various%20optional%20related%20readings/measuring%20joy.pdf">http://isites.harvard.edu/fs/docs/icb.topic974245.files/Various%20optional%20related%20readings/measuring%20joy.pdf</a></li> <li>• Read FLACC. Retrieved from <a href="http://pain.about.com/od/testingdiagnosis/ig/pain-scales/Flacc-Scale.htm#step-heading">http://pain.about.com/od/testingdiagnosis/ig/pain-scales/Flacc-Scale.htm#step-heading</a></li> <li>• Watch Lofgren, K. (2014). “Qualitative Analysis of Interview Data: A Step-by-Step Guide.” (6:51) Retrieved from <a href="https://www.youtube.com/watch?v=DRL4PF2u9XA">https://www.youtube.com/watch?v=DRL4PF2u9XA</a></li> <li>• Read “How and What to Code” and watch videos of a lecture by G. Gibbs (2010) at <a href="http://onlineqda.hud.ac.uk/Intro_QDA/how_what_to_code.php">http://onlineqda.hud.ac.uk/Intro_QDA/how_what_to_code.php</a></li> </ul>	<ol style="list-style-type: none"> <li>1. Interview Guide</li> <li>2. Observation Report</li> <li>3. Discussion Board 4</li> </ol>	<ol style="list-style-type: none"> <li>1. 7/10</li> <li>2. 7/17</li> <li>3. 7/17</li> </ol>
<p><b>Module 5: Arts informed Methods</b></p> <ul style="list-style-type: none"> <li>• Define arts based research.</li> <li>• Examine the use of the arts in research.</li> <li>• Describe four purposeful sampling methods.</li> </ul>			
<p>Arts-informed Designs</p> <p>Purposeful Sampling</p>	<ul style="list-style-type: none"> <li>• Watch King, A. (2013). Arts based research. Retrieved from <a href="https://www.youtube.com/watch?v=s91PRFB6PXs">https://www.youtube.com/watch?v=s91PRFB6PXs</a></li> <li>• Read Cole, A., &amp; Knowles, J. G. (2008). Arts-informed research. In J. G. Knowles, &amp; A. Cole, <i>Handbook of the arts in qualitative</i></li> </ul>	<ol style="list-style-type: none"> <li>1. Arts-genre Reflective Essay</li> <li>2. Topic of Interest Interview Report</li> <li>3. Discussion Board 5</li> </ol>	<ol style="list-style-type: none"> <li>1. 7/24</li> <li>2. 7/31</li> <li>3. 7/24</li> </ol>

	<p><i>research</i> (pp. 55–81). Thousand Oaks, CA: Sage.</p> <ul style="list-style-type: none"> <li>• Read Fraser, K., &amp; al Sayah, F. (2011). Arts-based methods in health research: A systematic review of the literature. <i>Arts &amp; Health, 3</i>(2), 110–145.</li> <li>• Watch Sharma, L. (2014). <i>The power of a dream</i> (1:59). Retrieved from <a href="https://vimeo.com/113817270">https://vimeo.com/113817270</a></li> <li>• <a href="#">Watch Anonymous. (2014). The pole</a> (1:28). Retrieved from <a href="https://vimeo.com/113817091">https://vimeo.com/113817091</a></li> <li>• Watch Chinapen, R. (2014). <i>The journey home</i> (1:52). Retrieved from <a href="https://vimeo.com/113817269">https://vimeo.com/113817269</a></li> <li>• Watch Workman, A. (2015). <i>Visual visionaries of arts based research</i> (4:18). Retrieved from <a href="https://www.youtube.com/watch?v=yjL7s11Q9bw">https://www.youtube.com/watch?v=yjL7s11Q9bw</a></li> <li>• Watch Flipp, C. (2014). <i>Qualitative sampling</i> (5:34). Retrieved from <a href="https://www.youtube.com/watch?v=-Dn4u9DPmDs">https://www.youtube.com/watch?v=-Dn4u9DPmDs</a></li> <li>• Read Patton, M. (2015). Purposeful Sampling Strategies.</li> </ul>		
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**Module 6: Evaluation Plan**

- Complete an evaluation plan.
- Demonstrate the Appreciative Inquiry process.

	<ul style="list-style-type: none"> <li>• Review the following resources: <ul style="list-style-type: none"> <li>○ Centers for Disease Control and Prevention. (2011). <i>Developing an effective evaluation plan</i>. Retrieved from <a href="http://www.cdc.gov/obesity/downloads/DC-Evaluation-Workbook-508.pdf">http://www.cdc.gov/obesity/downloads/DC-Evaluation-Workbook-508.pdf</a></li> <li>○ U.S. Department of Housing and Urban Development. (1997). <i>Developing an evaluation plan</i>. Retrieved from <a href="https://www.bja.gov/evaluation/guide/documents/developing_an_evalu.htm">https://www.bja.gov/evaluation/guide/documents/developing_an_evalu.htm</a></li> <li>○ American Academy of Pediatrics. (2008). <i>Evaluation your community-based program</i>. Retrieved from <a href="http://www2.aap.org/commpeds/htpcp/EvalGuide2.pdf">http://www2.aap.org/commpeds/htpcp/EvalGuide2.pdf</a></li> </ul> </li> <li>• Watch NHS Health Scotland. (2013). <i>Outcomes planning: Developing indicators and evidencing change</i> (8:41). Retrieved <a href="https://www.youtube.com/watch?v=yQKTIGCGxbE">https://www.youtube.com/watch?v=yQKTIGCGxbE</a></li> <li>• Watch O’Neil, G. (2012). <i>New ways to present evaluation findings</i> (13:18). Retrieved from <a href="https://www.youtube.com/watch?t=577&amp;v=xxhydbc1Uoc">https://www.youtube.com/watch?t=577&amp;v=xxhydbc1Uoc</a></li> </ul>	<ol style="list-style-type: none"> <li>1. Evaluation Plan</li> <li>2. NIH Extramural Training</li> <li>3. Discussion Board 6</li> </ol>	<ol style="list-style-type: none"> <li>1. 8/11</li> <li>2. 7/31</li> <li>3. 7/31</li> </ol>
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	<ul style="list-style-type: none"> <li>• Watch Kelm, J. (2014). <i>What is AI?</i> Retrieved from <a href="https://vimeo.com/70482219">https://vimeo.com/70482219</a></li> <li>• Read Rollins, J. (2007, November 30). <i>Getting to “how”: Using Appreciative Inquiry in arts and health evaluation</i>. Paper presented at the conference “Through the Looking Glass, Leeds, England. (pdf)</li> </ul>		
<b>Module 7: The Research Proposal</b> <ul style="list-style-type: none"> <li>• List the essential elements of a research proposal.</li> <li>• Discuss the features of appropriate articles for a literature review for a research proposal.</li> <li>• Prepare a topical outline for an arts-based research proposal.</li> <li>• Discuss the three core concepts of ethical research.</li> </ul>			
Elements of a research proposal	<ul style="list-style-type: none"> <li>• Watch Gramenz, G. (2014). <i>Intro to research methodology</i> (13:40). Retrieved from <a href="https://www.youtube.com/watch?v=1LGuNn9Q0bI">https://www.youtube.com/watch?v=1LGuNn9Q0bI</a></li> </ul>	1. Topical Outline for Research Proposal	1. 8/7
Literature review	<ul style="list-style-type: none"> <li>• Watch Sevillano, L. (2010). <i>The research proposal</i> (13:50). Retrieved from <a href="https://www.youtube.com/watch?v=zJ8Vfx4721M">https://www.youtube.com/watch?v=zJ8Vfx4721M</a></li> <li>• Read Creswell, J. (2014). Chapter 4: Writing strategies and ethical considerations (pp. 77–92); Chapter 5: The Introduction; Chapter 6: The Purpose Statement; and Chapter 7: Research Questions and Hypotheses.</li> <li>• Watch Mallon, M. (2012). <i>Evaluating journal articles with the CAARP test</i> (3:05). Retrieved from <a href="https://www.youtube.com/watch?v=Q5Se7lxSANM">https://www.youtube.com/watch?v=Q5Se7lxSANM</a></li> <li>• Read Torres, R., Preskil, H., &amp; Piontek, M. (2005). Creative forms of communicating and reporting. In R. Torres, H. Preskill, &amp; M. Piontek (Eds.), <i>Evaluation strategies for communicating and reporting</i> (2<sup>nd</sup> ed., pp. 221–262). Thousand Oaks, CA: Sage. (pdf)</li> <li>• Read Creswell, J. (2014). Chapter 4: Writing strategies and ethical considerations (pp. 92–103).</li> <li>• Read <i>UF IRB Types of protocol review</i>. Retrieved from <a href="http://irb.ufl.edu/irb02/forms-templates-guidelines/irbrev.html">http://irb.ufl.edu/irb02/forms-templates-guidelines/irbrev.html</a></li> <li>• Watch Flipp, C. (2014). <i>Research ethics</i> (7:00). Retrieved from <a href="https://www.youtube.com/watch?v=Zbi7nIbAuMQ">https://www.youtube.com/watch?v=Zbi7nIbAuMQ</a></li> </ul>	2. Discussion Board 7	2. 8/7

**Assignments (# assignments: Please refer to the Assignment Guide in Canvas for assignment details and guidelines.) Total Points: 229**

1. **Syllabus Quiz.** (1 point). Students will complete a short quiz about the syllabus.

2. **Autobiographical essay.** (1 point). Students will write an autobiographical essay (150–250 words) introducing themselves and post to the discussion board.
3. **Interview with an evaluator.** (12 points). Students will interview an individual who is professionally involved in conducting some form of evaluative activity, analyze and discuss results, and present in a 350-word written summary.
4. **Discussion Board.** (7 posts, 12 points each). Students will substantively participate in seven online discussions (one week in duration each) using the Discussion Board on the course website. A topic or discussion question, often relating directly to required reading, will be posted and each student will post an initial response in essay form and also respond to other posts. Students will rotate as discussion facilitators. By the end of the week, the discussion facilitator will submit one succinct post articulating a collective viewpoint, or lack thereof with reasoning, in response to the prompt.
5. **Logic model.** (21 points). Students will develop a logic model of a familiar or a desired program accompanied by a brief (1–2 page) narrative.
6. **Literature Review Article List.** (5 points). Students will conduct a search and list 10 articles on a topic they would like to explore.
7. **Survey.** (12 points). Students will develop a five-question survey for use in evaluating an arts program.
8. **Physiological Measures Essay.** (5 points). Students will write a 250-word essay about a physiological measure for possible use in an arts-in-medicine evaluation or research project.
9. **Topic of Interest Interview Report.** (18 points). Students will conduct interviews and write a 750-word report.
10. **Observation Report.** (15 points). Students will write a 500-word report discussing findings of a 30-minute observation.
11. **Arts-genre Reflective Essay.** (5 points). Students will write a 300-word essay reflecting on a research project that uses an art form as a research method.
12. **Evaluation Plan.** (30 points). Students will develop an evaluation plan of at least 750 words.
13. **Topical Outline for Research Proposal.** (15 points). Students will develop a topical outline of about 250 words for an arts-based research proposal.
14. **NIH Extramural Training.** (5 points). Students will complete NIH's online training.

## **Disclaimer**

This syllabus represents my current plans and objectives. As we go through the semester, those plans may need to change to enhance the class learning opportunity. Such changes, communicated clearly, are not unusual and should be expected.

## **Teaching Philosophy**

This is a graduate level course with the following assumptions:

- Each student brings a wealth of experience and knowledge that should be and can be tapped into during classroom and small group discussions.
- Adults learn best through actively participating in their own education.



- Students best clarify their ideas and understanding of concepts and issues through discussion and writing.
- The design takes into consideration the differences in learning styles and interests of students to ensure the best learning experience for everyone.
- Students learn best from close and prompt feedback on classroom comments and on written work.

## **Course Procedures and Policies**

### **Naming Your Documents**

When naming your assignment document, it will be helpful if you name them by the title of the assignment, i.e. IndResPres\_yourlastnamefirstinitial, for me this would be IndResPres\_Rollinsj. If you abbreviate in this manner, it makes finding the assignment and accounting for it an easy and efficient task.

### **Formatting Documents**

All work submitted include discussion board posts and major assignments must use APA formatting. We recommend that you use the online APA Style Guide at the Purdue Online Writing Lab (OWL). <http://owl.english.purdue.edu/owl/section/2/10/>

Please use APA formatting for document formatting, in text citations, and reference lists. Be sure to properly cite all sources that you quote or paraphrase.

### **Completing and Submitting an Assignment**

Assignments will be completed and submitted online. To work on an assignment:

1. Open the appropriate site.
2. In the [menubar](#), click **Assignments**.
3. Click the name of the assignment to open it.
4. To work on the assignment, follow the instructions from your instructor or project leader. You may need to type within the text box, or add an attachment, or both.
5. To add an attachment, click **Browse** to find and select the file on your computer (maximum 5 attachments by this method), or click **or select files from workspace or site**; see [Options for adding attachments](#).
6. To see how your assignment will look to your instructor or project leader, click **Preview**.
7. To save your assignment to complete later, click **Save Draft** at the bottom of the screen. When you want to reopen it, you'll find it listed in the assignment list with a status of "In progress." **Note:** While your assignment is saved as a draft, your instructor cannot see it. For your instructor to see it, you must submit the assignment.
8. When you have finished, click **Submit** at the bottom of the screen. **Note:** Don't click **Submit** until you're certain you're finished with an assignment. Once you click **Submit**, you'll no longer be able to access the assignment (e.g., to add more text or attachments) unless your instructor returns it to you.

You will receive an email message confirming your submission. If you do not receive a confirmation, check to see if you've successfully submitted the assignment.

### **Late Assignment Submission Policy**

Major assignments will be accepted no later than six days after the due date. Points will be reduced from late assignments at a rate of 5% per day. This policy does not apply to Discussion Board. Late work will not be accepted on the Discussion Board without communication prior to the due date. Instructors will not accept work submitted later than six days following the deadline except in extenuating circumstances and with prior approval by the instructor.

### **Class Participation/Demeanor Policy**

Participation in all aspects of this course is essential to your success. Every reading, assignment, and interaction within the course is integral to your learning, and full participation is required. It is expected that you will log on to the course website and contribute to discussions forums at least three times per week.

### **Communication**

It is the student's responsibility to communicate with the instructor promptly concerning any circumstances that might effect his or her participation in the course. Please do not let any questions or concerns you have go unattended. It is the instructor's intention to respond to all e-mail communication within 48 hours, excluding weekends.

Written communication and electronic interaction are central to online learning. All members of the class are expected to follow rules of common courtesy in all email messages, threaded discussions and chats. Please see Netiquette Guide:

<http://teach.ufl.edu/docs/NetiquetteGuideforOnlineCourses.pdf>

### **Students with Disabilities**

Students requesting accommodation must first register with the Dean of Students Office at <http://www.dso.ufl.edu/drc/>. The Dean of Students Office will provide documentation to the student who must then provide this documentation to the Instructor when requesting accommodation. This documentation must be submitted prior to submitting assignments or taking the quizzes or exams. Accommodations are not retroactive, therefore, students should contact the office as soon as possible in the term for which they are seeking accommodations.

### **Academic Honesty**

All students sign the following statement upon registration at the University of Florida: "I understand that the University of Florida expects its students to be honest in all their academic work. I agree to adhere 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." As instructor for this course, I fully support the intent of the above

statement and will not tolerate academic dishonesty. The university's policies regarding academic honesty, the honor code, and student conduct related to the honor code will be strictly enforced. Full information regarding these policies is available at the following link: <https://catalog.ufl.edu/ugrad/current/advising/info/student-honor-code.aspx>.

### University Counseling Services

UF Counseling and Wellness  
3190 Radio Rd.

P.O. Box 112662, University of Florida Gainesville, FL 32611-2662 352-392-1575;  
[www.counsel.ufl.edu](http://www.counsel.ufl.edu)

### Technical Issues

For issues with technical difficulties for E-learning, please contact the UF Help Desk at:

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

### Complaints

Should you have any complaints with your experience in this course please visit <http://www.distance.ufl.edu/student-complaints> to submit a complaint.

### Grading Scale

Letter Grade	% Equivalency	GPA Equivalency
A	95-100%	4.0
A-	92-94%	3.67
B+	89-91%	3.33
B	85-88%	3.00
B-	82-84%	2.67
C+	79-81%	2.33
C	75-78%	2.00
C- *	72-74%	1.67
D+	69-71%	1.33
D	65-68%	1.00
D-	62-64%	.67
E, I, NG, S-U, WF		0.00

**Please note that a C- is no longer an acceptable grade for any course in which a 2.0 GPA is required, for example, any course in the major.** UF grading policy website: <https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx#calculatinggpa>