|  |  |
| --- | --- |
| **[Facebook Icon](https://www.facebook.com/UFHHP/)** | [**@UFHHP**](https://www.facebook.com/UFHHP/) |
| **[Instagram Icon](https://www.instagram.com/ufhhp/?hl=en)** | [**@ufhhp**](https://www.instagram.com/ufhhp/?hl=en) |
| **[Twitter Icon](https://twitter.com/UF_HHP?ref_src=twsrc%5Egoogle%7Ctwcamp%5Eserp%7Ctwgr%5Eauthor)** | [**@UF\_HHP**](https://twitter.com/UF_HHP?ref_src=twsrc%5Egoogle%7Ctwcamp%5Eserp%7Ctwgr%5Eauthor) |
| **[LinkedIn Icon](https://www.linkedin.com/showcase/university-of-florida-department-of-applied-physiology-and-kinesiology?trk=affiliated-pages)** | [**APK LinkedIn**](https://www.linkedin.com/showcase/university-of-florida-department-of-applied-physiology-and-kinesiology?trk=affiliated-pages) |

# Department of Applied Physiology & Kinesiology College of Health & Human Performance University of FloridaCourse Title

***Connect with HHP***

**APK#### | Class # XXXXX | 3 Credits | Spring 2022**

## Course Info

|  |  |
| --- | --- |
| INSTRUCTOR | **Name & Credentials**  Office:  Office Phone  Email:  Preferred Method of Contact: |
| OFFICE HOURS | [Example]: office hours are MWF period 3 or by appointment |
| MEETING TIME/LOCATION | [Online example] Access course through Canvas on UF e-Learning (<https://elearning.ufl.edu/>) & the Canvas mobile app by Instructure  [Live example] FLG 245 T period 4, R periods 4-5 |

### **COURSE DESCRIPTION**

This description needs to match the UF course catalog as well as the State Course Numbering System (SCNS) description. Minor differences in wording are acceptable. 50 words max.

### **PREREQUISITE KNOWLEDGE AND SKILLS**

These must also match the UF course catalog and the SCNS. If there are no prerequisites for your course, state that.

### REQUIRED AND RECOMMENDED MATERIALS

Please include all required AND RECOMMENDED materials. If you plan to provide students with printed documents or online materials, state that here. If using a textbook, please be sure to include the full ISBN. Additionally, if you are using UF All Access, that process needs to be described here.

### **COURSE FORMAT**

Provide students with a basic or detailed description of the set up for the course. Will you meet three times a week for live lecture and that’s it? Will you watch lecture videos online and then meet in the classroom for active learning? Will there be differences in this format week-to-week. Give students some idea of what to expect.

### COURSE LEARNING OBJECTIVES:

These learning objectives can be broad, but they need to be measurable. These are the things you will ultimately be assessing. To help, use this prompt in front of your list of objectives: “By the end of this course, students should be able to…“. Each objective should begin with a measurable verb. Examples: List, discuss, compare, create, explain, etc. Words to avoid: Understand, comprehend, appreciate, apply. Ideally, we’d like to have all levels of Bloom’s taxonomy present in all APK courses. Lower level courses should have a greater proportion of lower level assessments, while upper division courses should have a greater proportion of higher level assessments.

## Course & University Policies

### **ATTENDANCE POLICY**

If you are grading participation, then please be sure to include a rubric for how you will assign points. If there are no points associated with attendance or participation, provide students with benefits of attending and/or your expectations.

### **PERSONAL CONDUCT POLICY**

Students are expected to exhibit behaviors that reflect highly upon themselves and our University. Outline for them exactly what that means in the context of your course. *You MUST include a statement here about adherence to the UF Student Honor Code and potential consequences of violating that code in your course.* Suggested wording per the UCC Syllabus Checklist: UF students are bound by The Honor Pledge which states, “We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code. On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: “On my honor, I have neither given nor received unauthorized aid in doing this assignment.” The Honor Code (<http://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/>) specifies a number of behaviors that are in violation of this code and the possible sanctions.

Furthermore, you are obliged to report any condition that facilitates academic misconduct to appropriate personnel. If you have any questions or concerns, please consult the instructor or TA in this class.

### **EXAM MAKE-UP POLICY**

Be as specific as you can in this area so that students know what is expected of them if/when exams cannot be completed per the syllabus schedule. The following is recommended verbiage, but you are welcome to adapt this according to the needs of your course and your preferences.

A student experiencing an illness should visit the UF Student Health Care Center or their preferred healthcare provider to seek medical advice and obtain documentation. If you have an illness, family emergency or death, please contact the Dean of Students Office (www.dso.ufl.edu) and follow the DSO Care Team procedures for documentation and submission of a request for make-up assignment (https://care.dso.ufl.edu/instructor-notifications/). The DSO will contact the instructor. Do not provide any documentation to the instructor regarding illness or family emergency. This is your personal and protected information. The DSO is qualified to receive and verify the documents you provide. The instructor will follow the recommendations from the DSO. The very last sentence of this section should be something along the lines of: “Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies that can be found in the online catalog at: <https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>.” This link is required of all syllabi.

### **ACCOMMODATING STUDENTS WITH DISABILITIES**

Students with disabilities who experience learning barriers and would like to request academic accommodations should connect with the Disability Resource Center by visiting their Get Started page at <https://disability.ufl.edu/students/get-started/>. It is important for students to share their accommodation letter with their instructor and discuss their access needs, as early as possible in the semester. Any variation of this statement is acceptable. More details are always helpful to DRC-registered students.

### **COURSE EVALUATIONS**

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

## Getting Help

Please feel free to list as many or as few resources here as you would like. However, the **counseling and wellness center** and the **UFPD** contacts are required.

### HEALTH & WELLNESS

* U Matter, We Care: If you or a friend is in distress, please contact umatter@ufl.edu or 352 392-1575
* Counseling and Wellness Center: https://counseling.ufl.edu/, 352-392-1575
* Sexual Assault Recovery Services (SARS) - Student Health Care Center, 392-1161
* University Police Department, 392-1111 (or 9-1-1 for emergencies) http://www.police.ufl.edu/

### ACADEMIC RESOURCES

* E-learning technical support, 352-392-4357 (select opti on 2) or e-mail to Learning-support@ufl.edu. <https://lss.at.ufl.edu/help.shtml>
* Career Connections Center, Reitz Union, 392-1601. Career assistance and counseling. <https://career.ufl.edu/>
* Library Support, <http://cms.uflib.ufl.edu/ask>. Various ways to receive assistance with respect to using the libraries or finding resources.
* Teaching Center, Broward Hall, 392-2010 or 392-6420. General study skills and tutoring. <http://teachingcenter.ufl.edu/>
* Writing Studio, 302 Tigert Hall, 846-1138. Help brainstorming, formatting, and writing papers. <http://writing.ufl.edu/writing-studio/>
* Student Complaints On-Campus: <https://sccr.dso.ufl.edu/policies/student-honor-code-student-conduct-code/> On-Line Students Complaints: <http://distance.ufl.edu/student-complaint-process/>

### INCLUSION, DIVERSITY, EQUITY, AND ACCESSIBILITY RESOURCES

For suggestions or concerns related to IDEA, please reach out to any of the following:

* Dr. Linda Nguyen, APK IDEA Liaison, [linda.nguyen@hhp.ufl.edu](mailto:linda.nguyen@hhp.ufl.edu)
* Dr. Rachael Seidler, APK Graduate Coordinator, [rachaelseidler@ufl.edu](mailto:rachaelseidler@ufl.edu)
* Dr. Joslyn Ahlgren, APK Undergraduate Coordinator, [jahlgren@ufl.edu](mailto:jahlgren@ufl.edu)

## Grading

Provide students with an overview of how students will be assessed in this course. A table like the one below is recommended, but not necessary—as long as it is clear what percent of the total grade each component represents. Below the table, provide more detailed descriptions and/or grading rubrics for each component. This table is what we use for anatomy, and I’ve left the related descriptions as examples.

|  |  |  |
| --- | --- | --- |
| Evaluation Components  (number of each) | Points Per Component | Approximate % of Total Grade |
| Lecture Exams (4) | 60 pts each = 240 pts | 240/700 = 34.5% |
| Homework (4) | 50 pts each = 200 pts | 200/700 = 28.5% |
| Lab Exams (2) | 100 pts each = 200 pts | 200/700 = 28.5% |
| Communication Assessment (1) | 10 pts each = 10 pts | 10/700 = 1.5% |
| Comprehensive Final (1) | 50 pts each = 50 pts | 50/700 = 7% |
| Extra Credit | 15 points possible | 0% |

PIE CHART: To edit this chart, select it and click the “Chart Design” tab that appears. Then select the “Edit Data” drop-down, and select “Edit Data” (if you are using a Mac, just select “Edit Data in Excel”). An Excel-type chart will appear, where you can type in your assignment categories and the percentages or point values. The pie chart should automatically update when you type new information to the Excel-type chart. If you need to add or remove categories, drag the little blue arrow in the corner of the Excel-type chart to include all of the fields that you want to appear in the pie chart.

(This is what the little blue arrow looks like in column B:  )

If you do not want to include this chart, select it, and use either the “Backspace” or “Delete” key on your keyboard.

***Lecture Exams*** – Each exam will consist of 40 questions, 1.5 points per question. Questions will be multiple choice and true/false. Students are not permitted access to any kind of materials or notes during these exams. Exam questions are generated by the course instructor and the majority of focus should be given to the lecture notes when studying. Students will take exams in the same room where weekly meetings are held and will be allowed 45 minutes to complete the exam.

***Homework*** – Each of the four homework assignments is due at the time of the corresponding exam. Homework problems are multiple choice, true/false, fill in the blank, and matching. These questions are specific to the textbook, so that should be your primary resource for answering those questions. For the fill in the blank questions, spelling and proper tense of the word counts. These assignments are NOT intended to be used as the primary study tool for preparing for the exams. The function of the homework assignments is to (a) get students more familiar with the textbook, and (b) to get students eased into answering anatomy questions. It is **not** prudent to complete the homework at the last minute as a “practice test.”

The following are specific homework grading guidelines to keep in mind:

* You may open/close an assignment as many times as you wish until it is due.
* For multiple choice and fill-in-the-blank questions, you are penalized 50% if you miss on the first attempt and 100% if you miss on the second attempt. For true/false questions, you are penalized 100% if you miss on the first attempt.
* You are penalized a small fraction for opening a hint if one is available.
* *Late submissions of homework will not be accepted.* However, if you complete some of the questions, but fail to complete all questions prior to the deadline, those completed will be automatically submitted at the due date/time and added to the gradebook….*so, you are encouraged to complete questions as you go.*

***Lab*** ***Exams*** – Lab exams are 80 questions, 1.25pts per questions. These exams are practical “bell-ringer” exams in which the student moves from station to station identifying gross anatomical structures on plastic models. These exams consist of 40 stations, 2 questions per station, and students have 40 minutes to complete the exam. Students will be asked to sign up for a lab exam time. Sign-up sheets will be available in the study lab the week preceding the exam. Students who do not arrive on time (i.e., 10 minutes early) for their exam will need to wait outside the lab for the next exam time. If there is not room in the next exam time, the student will need to continue waiting until an opening is available. If there are no more exams, then the student will take a written make up exam.

***Communication Assessment*** – Students will be assessed on their ability to effectively communicate using anatomical terminology. Students will select any lab model and orally describe the model and answer basic questions about it. A grading rubric for this assessment will be posted in CANVAS for you to use to prepare. Please work with your lab TA to schedule and complete this assessment. Failure to complete this on or before the last day of classes (before the reading days) will result in a zero.

***Comprehensive Final*** – The final exam will consist of 80 multiple-choice and true-false questions, each worth 0.625 pts. You will be allowed two hours to complete this exam. The exam will be held in the same room where lectures and midterm exams are given. A guide will be posted in CANVAS to assist you in studying for this exam. Students are encouraged to wait until after the last midterm to focus on this study guide.

***Extra Credit*** - Students can earn up to 15 points of extra credit in this course. Each lab TA will assign extra credit differently, so it is the students’ responsibility to learn their TA’s policies for earning extra credit. Up to 5 of the 15 points of extra credit can be earned for participating as a subject in an approved research study. Approved studies will be posted in CANVAS throughout the semester. Participation in a research study is NOT necessary to earn the maximum amount of extra credit. Participation in a research study CANNOT earn you more than 15 points of extra credit. If you do participate in a study, the study coordinator will give your name and extra credit points to your instructor at the *end of the semester*. All extra credit points will be uploaded to the gradebook prior the final exam. Any discrepancies must be brought to the attention of your TA before 5pm on the last reading day.

### GRADING SCALE

Give students a brief description of your grading. Will exam scores be uploaded directly into canvas? About how long will it take to get grades posted for each assignment? What should students do if they feel there is an error in grading? Do you round grades ever? Etc. You MUST include a statement like: “More detailed information regarding current UF grading policies can be found here: <https://catalog.ufl.edu/UGRD/academic-regulations/grades-grading-policies/>.” I also highly recommend including a statement along the lines of: “Any requests for additional extra credit or special exceptions to these grading policies will be interpreted as an honor code violation (i.e., asking for preferential treatment) and will be handled accordingly.“

|  |  |  |  |
| --- | --- | --- | --- |
| Letter Grade | Points Needed to Earn Each Letter Grade | Percent of Total Points Associated with Each Letter Grade | GPA Impact of Each Letter Grade |
| A | ≥ 630 | 90.00-100% | 4.0 |
| A- |  |  | 3.67 |
| B+ | 609-629.99 | 87.00-89.99% | 3.33 |
| B | 560-608.99 | 80.00-86.99% | 3.0 |
| B- |  |  | 2.67 |
| C+ | 539-559.99 | 77.00-79.99% | 2.33 |
| C | 490-538.99 | 70.00-76.99% | 2.0 |
| C- |  |  | 1.67 |
| D+ | 469-489.99 | 67.00-69.99% | 1.33 |
| D | 420-468.99 | 60.00-66.99% | 1.0 |
| D- |  |  | 0.67 |
| E | ≤ 419.99 | 0-59.99% | 0 |

## Weekly Course Schedule

You MUST provide a weekly schedule of topics. I’ve left the anatomy schedule here as an example, but this is VERY detailed. This much detail is not necessary. If you have a comprehensive final it must be given in finals week. If you have a “last exam” that is not comprehensive, that may be administered in the last week of class but not on reading days.

### CRITICAL DATES & UF OBSERVED HOLIDAYS

Optional to include this section. Update with the current semester’s dates

* January 17: Martin Luther King, Jr. Day (Monday)
* March 7 – 11: UF Spring Break (Monday - Friday)
* April 21 – 22: UF Spring Semester Reading Days (Thursday – Friday)
* Complete list available here: [https://catalog.ufl.edu/UGRD/dates-deadlines/2021- 2022/](https://catalog.ufl.edu/UGRD/dates-deadlines/2021-%202022/)

### WEEKLY SCHEDULE

|  |  |  |  |
| --- | --- | --- | --- |
| **Week** | **Dates** | **Assigned Module & Schedule Notes** | **Assessments Due** |
| 1 | January  5 – 14 | Ch.1 – Intro to the Body (1-9, 11-13)  Ch. 2 – Cells (22-35) | No Lab  (use this time to locate the lab and print/download your lab slides) |
| 2 | January  17 – 21 | Ch. 4 – Tissues (64-97) | Lab 1 - Axial Skelton  *(Corresponds with Ch. 7)* |
| 3 | January  24 – 28 | *Mon, Jan 21 is a holiday…no class or labs*  Ch. 5 – Integumentary (103-116) | Lab 2 - Appendicular Skeleton  *(Corresponds with Ch. 8)*  *Mon labs attend a different section* |
| 4 | January  31 – Feb 4 | **Exam 1 – Mon, Jan 28 (HW 1 due at 10am)**  Ch. 6 – Skeletal (123-140) | Bones Continued |
| 5 | February  7 – 11 | Ch. 9 – Articulations (208-221)  Ch. 10 – Muscular (241-254) | Lab 3 - Muscles: Upper Body |
| 6 | February  14 – 18 | Ch. 10 – Muscular continued  Ch. 11 – Muscles (262-266, 268-271) | Lab 4 - Muscles: Lower Body |
| 7 | February  21 – 25 | Ch. 11 – Muscles continued  **Exam 2 – Fri, Feb 22 (HW 2 due at 10am)** | Review and Practice Practical |
| 8 | February  28 – Mar 4 | Ch. 12 – Intro to Nervous (349-364)  Ch. 13 – CNS (374-377, 401-412, Optional: 378-400, 413-419) | **Lab Exam 1**  **Mon Feb. 25 and Tues Feb. 26** |
| 9 | March  7 – 11 | Spring Break…no lecture or labs this week | *Spring Break…no labs this week* |
| 10 | March  14 – 18 | Ch. 13 – CNS continued  Ch. 14 – PNS (427-428, 432-446, 459-460) | Lab 5 - Articulations, Skin, Eyes/Ears |
| 11 | March  21 – 25 | Ch. 15 – ANS (467-476, 480)  **Exam 3 – Fri, Mar 22 (HW 3 due at 10am)** | Lab 6 - Nervous System |
| 12 | March  28 – Apr 1 | Ch. 19 – Heart (562-574, 577-580)  Ch. 20 – Vessels (588-597, 616--hepatic portal) | Lab7 – Circulatory System |
| 13 | April  4 – 8 | Ch. 20 – Vessels continued  Ch. 22 – Respiratory (645-663) | Labs 8 & 9 – Respiratory & Digestive Systems |
| 14 | April  11 – 15 | Ch. 23 - Digestive (675-711)  Ch. 24 - Urinary (720-736) | Labs 9 & 10 – Digestive & Urinary/Reproductive |
| 15 | April  18 – 22 | **Exam 4 – Wed, Apr 17 (HW 4 due at 10am)**  Ch. 25 – Repro (743-752, 755-759, 766-767) | Review and Practice Practical |
| 16 | April  25 – 29 | Mon: no class or lab…prep for your lab exam!  Wed: Review for final exam an wrap up semester  *Fri, Apr 24 is a reading day – no lecture or labs* | **Lab Exam 2**  **Mon Apr 22 and Tues Apr 23** |
| **Comprehensive Final Exam – CSE A101 – Thurs May 02, 10am-12pm** | | | |

### SUCCESS AND STUDY TIPS

Provide students with your best advice for success in your course. What are you ALWAYS telling students after the first exam or during office hours? What do students who’ve excelled in your course recommend? Students appreciate this kind of information.

Last revised by Joslyn Ahlgren in July 2021

Revisions: changed Leo’s name to Linda’s name for the APK IDEA liaison; covid policies have been removed from the main body of the syllabus and recommendations from the University are forthcoming; specific language recommendation regarding implementation of the FL House Bill 233 are below should you wish to add that to your syllabus (not required); recommended language for any recorded components of your course are also listed below (not required)

\*\*\*\*\*Fall 2021\*\*\*\*\*

If you have any online components to your course (because of covid or not), you might consider including a privacy statement such as:

Privacy: Our class sessions may be audio visually recorded for students in the class to refer back and for enrolled students who are unable to attend live. Students who participate with their camera engaged or utilize a profile image are agreeing to have their video or image recorded.  If you are unwilling to consent to have your profile or video image recorded, be sure to keep your camera off and do not use a profile image. Likewise, students who un-mute during class and participate orally are agreeing to have their voices recorded.  If you are not willing to consent to have your voice recorded during class, you will need to keep your mute button activated and communicate exclusively using the "chat" feature, which allows students to type questions and comments live. The chat will not be recorded or shared. As in all courses, unauthorized sharing of recorded materials is prohibited.

For in-class recording, the following statement related to Florida’s House Bill 233 is suggested but not mandatory:

Students are allowed to record video or audio of class lectures. However, the purposes for which these recordings may be used are strictly controlled. The only allowable purposes are (1) for personal educational use, (2) in connection with a complaint to the university, or (3) as evidence in, or in preparation for, a criminal or civil proceeding. All other purposes are prohibited. Specifically, students may not publish recorded lectures without the written consent of the instructor.

A “class lecture” is an educational presentation intended to inform or teach enrolled students about a particular subject, including any instructor-led discussions that form part of the presentation, and delivered by any instructor hired or appointed by the University, or by a guest instructor, as part of a University of Florida course. A class lecture does not include lab sessions, student presentations, clinical presentations such as patient history, academic exercises involving solely student participation, assessments (quizzes, tests, exams), field trips, private conversations between students in the class or

between a student and the faculty or lecturer during a class session.

Publication without permission of the instructor is prohibited. To “publish” means to share, transmit, circulate, distribute, or provide access to a recording, regardless of format or medium, to another person (or persons), including but not limited to another student within the same class section. Additionally, a recording, or transcript of a recording, is considered published if it is posted on or uploaded to, in whole or in part, any media platform, including but not limited to social media, book, magazine, newspaper, leaflet, or third party note/tutoring services. A student who publishes a recording without written consent may be subject to a civil cause of action instituted by a person injured by the publication and/or discipline under UF Regulation 4.040 Student Honor Code and Student Conduct Code.

## Styling Guidelines:

If you need to add any sections, use the following Headings in the Styles panel. You should not add any “Heading 1” titles. You should only have one Heading 1 per word document (the title).

## Heading 2 – Main Sections

### Heading 3 – Sub-sections