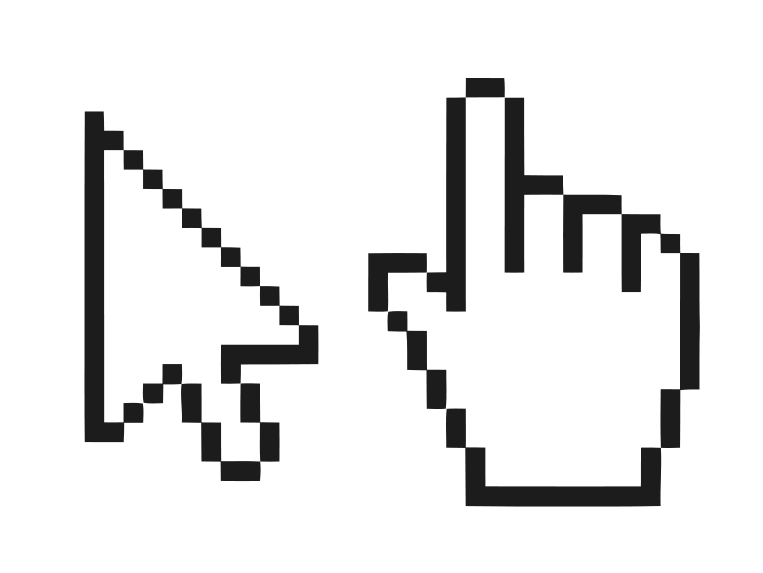
|  |  |  |
| --- | --- | --- |
| Macintosh HD:Users:glaws:Desktop:Geo_Templates:Design _Templates:Logos:Horizintal Extended.png SyllabusCourse Prefix, Number, and Title: | | |
| **FACULTY**  **COURSE COORDINATOR**    Name:  Email:  Office Phone:  Office Location:  Office Hours:  **CLINICAL INSTRUCTOR**  Name:  Email:  Office Phone:  Office Location:  Office Hours: | **COURSE MODALITY**  This course is conducted completely online, via <https://lms.gru.edu/>. You do not need to be on campus to complete any portion of it.  For hybrid courses, mention what portions are help face to face, when, and where.  Please note that the official name of our learning management system is *Brightspace* by D2L but, for ease of expression, this document will refer to it simply as *D2L*.  **OFFICE HOURS**  Office hours are held on       from       to       via      . Example: Office hours are Mondays and Thursdays from 12 pm to 1 pm via WebEx. Public questions can be addressed anytime via the *Questions and Answers* forum. For more details on course communication, please see the *Policy* section of the syllabus. |



[I. Course Info](#CourseInfo)  [II. Grading](#Grading)  [III. Must Haves](#MustHaves)  [IV. Schedule](#SCHEDULE)  [V. Policies](#Policies)  [VI. Support](#SupportServices)  [VII. Disclaimer](#Disclaimer)  [VIII. Footnotes](#Footnotes)

**I. COURSE INFORMATION** [](#Top)

**Term and Year:**

**Course Prefix, Number, and Title:**

**Contact Hours** (Lecture and/or Lab)**:**

**Number of Credit Hours:**

**Course Description:**

**Course-Level Goals:**

The following course goals articulate the general objectives and purpose of this course:



**Course-Level Student Learning Outcomes:**

The following student learning outcomes indicate competencies and measurable skills that students develop as a result of completing this course:



**Prerequisite(s):**

**Department Name:**

**College:** College of Allied Health Sciences

**University Mission:** Our mission is to provide leadership and excellence in teaching, discovery, clinical care, and service as a student-centered comprehensive research university and academic health center with a wide range of programs from learning assistance through postdoctoral studies.

**II. GRADING** [](#Top)

Your final course grade stems from the following grading opportunities:

This initial view provides a bird's eye view of the main categories of graded activities. Personalize as needed.

|  |  |
| --- | --- |
| Grading Opportunities | Percentage |
| Quizzes (x      )  List the assignment type and how many iterations it has. For example: "Quizzes (x5)" | % |
| Discussions (x      ) | % |
| Course Project (x      ) | % |
| ***TOTAL*** | ***100%*** |

More precisely, your grade is computed as follows:

This more detailed, additional view lists all graded activities in the course in chronological order. Personalize as needed.

|  |  |  |
| --- | --- | --- |
| **Due** | **Grading Opportunities** | **Percentage** |
| Week       Day | List the assignment type, number, and title (e.g. Exercise 1: Research Paper) | % |
| Week       Day |  | % |
| Week       Day |  | % |
| ***TOTAL*** | | ***100%*** |

**GRADING SCALE**

Course grades will be assigned as follows: **A** = 90 – 100% | **B** = 80 – 89% | **C** = 70 – 79% | **D** = 60 – 69% | **F** = <60%

Please indicate the following according to your department's policies:

* the cutoff to pass the class (typically a C)
* the mastery level is for all activities, if applicable (typically 80%).

**ASSIGNMENT DESCRIPTIONS**

Copy and paste assignment type-description pairs to obtain as many iterations as needed. The first iteration explains the logic and the second offers a concrete example.

**ASSIGNMENT TYPE** (e.g., Discussions, Essays, Projects, Quizzes, Exams, etc.)**:**

Assignment Description [e.g., briefly state **what** students do for this type of assignment (if the assignment is multi-part, briefly describe each part), by **when**, and for **how much** of the course weight, etc.):

Example:

**CITI TRAINING COURSE**

You will be asked to complete the non-FDA regulated research basic course on CITI. Completion of the CITI training course by DD/MM/YYYY earns 20% of your course grade.

**III. MUST HAVES FOR THIS COURSE** [](#Top)

**REQUIRED TEXTBOOKS**

If needed, list your required textbooks. Put this information in the format that students have to use for academic writing in this course (e.g., MLA, APA, AMA, etc.). Include the ISBN-13 at the end of each entry, for ease of ordering.

The following textbooks are required:

For example, a course using APA style would list the required book as:

Fink, L. D. (2013). *Creating Significant Learning Experiences: An Integrated Approach to Designing College Courses (2nd* ed.). San Francisco, CA: Jossey-Bass. ISBN 13: 978-1118124253.

Note: If you wish to provide recommended texts as well, label that category, so students can tell recommended from required.

Textbooks can be purchased from the JAG Store. For details, please visit <http://www.augusta.edu/jagstore/>.

**REQUIRED COURSEPACK**

If needed, personalize the coursepack information, as in the example provided below.

This course requires selected readings from several sources. Instead of asking you to buy each text individually, we've cleared copyright just for those selected readings and compiled them in a convenient and cost-effective digital coursepack. To purchase the Xan Edu course pack, please follow these instructions:

1. Open the XanEdu "Login/Register" page at: <http://coursepacks.xanedu.com/?PackId=488932>
2. Click the Student Registration link.
   * Note: If you have previously registered with Xan Edu, you'd just need to log in.
3. Complete the registration page and click Submit.
4. Confirm your course pack Selection
   * You are looking for course pack ID 488932, with the title "CTCM 7010: Applied Traditional Chinese Medicine, Li, Spring 2015."
5. Complete the purchase form.
6. You have the option to order a digital-only copy or a digital and print copy (plus shipping and handling). In either case, you will have immediate access to your digital course pack.
7. After completing the purchase, you will be taken directly to "My XanEdu" where you can access your digital course pack.
8. Questions? Please contact XanEdu Customer Service at 1-800-218-5971.

**REQUIRED SUPPLIES**

The following supplies are required for this course:

* Access to a computer that:
  + meets the [Augusta University minimum hardware and software specifications](https://gru.service-now.com/kb_view.do?sysparm_article=KB0010518)
  + is connected to the Internet
* List any **additional** program- or course-specific **hardware** necessary in this course.
  + For example, if you provide students with watch-at-home videos, you'd want to require access to speakers or headphones. Similarly, if you need students to submit digital copies of a drawing, you'd require access to a scanner or a digital camera.
* List any **additional** program- or course-specific **software** necessary in this course.
  + For example, if you provide PDF documents to your students, you'd want to the latest version of Adobe Reader. Similarly, if you require papers to be submitted to you, you'd want to require the latest version of Microsoft Office Word or a similar word processor.
* List any program- or course-specific **supplies** necessary in this course.
  + For instance, a student taking an aseptic-technique lab would need a sterile gown, gloves, a mask, etc.
* The latest version of Adobe Reader, which is available for free at <http://get.adobe.com/reader/>
* The latest version of Microsoft Office Word or Office 365, which is available for free to Augusta University students via <https://gru.service-now.com/kb_view.do?sysparm_article=KB0010680>
* The latest version of QuickTime, which is available for free at <http://support.apple.com/kb/DL837>
* The latest version of Java, which is available for free at <http://java.com/en/download/index.jsp>
* The latest version of Symantec Anti Virus, which is available for free to Augusta University students via <https://gru.service-now.com/ess/kb_view.do?sysparm_article=KB0010407>

**PREREQUISITE KNOWLEDGE/SKILLS**

List any prerequisite knowledge in the discipline and/or any required competencies. Consider the following as possibilities:

In order to be successful in this course, you need to already have the following competencies:

* basic computing skills[[1]](#endnote-1)
* basic emailing skills[[2]](#endnote-2)
* basic word-processing skills[[3]](#endnote-3)
* basic D2L skills[[4]](#endnote-4).

Please contact your instructor (and advisor) if you feel you are not meeting some of these competencies.

**IV. SCHEDULE** [](#Top)

**DUE DATES**

Tell students the rules for when assignments, assessments, and interactions are due. Many faculty members choose to have initial discussion posts due by 11:59 pm EST on Day 3 and peer responses as well as any assignments or assessments due by 11:59 pm EST on Day 7.

**COURSE SCHEDULE**

You may consider putting the schedule here or creating it as a separate document (if more complex).

|  |  |
| --- | --- |
| **Week 1**: **TITLE       | Name of the Instructor, if need** | Date |

**Learning Outcomes**

By the end of this week, you will:

**Learning Activities**

* Reading
* Discussion 1
* Quiz 1

**Instructional Topics**

Example:

|  |  |
| --- | --- |
| **Week 2**: Project Proposals | Dr. Ann Sullivan | Week of May 25 - 30 |

**Learning Outcomes**

By the end of this week, you will be able to:

* explain key elements of a successful project proposal
* write a project proposal.

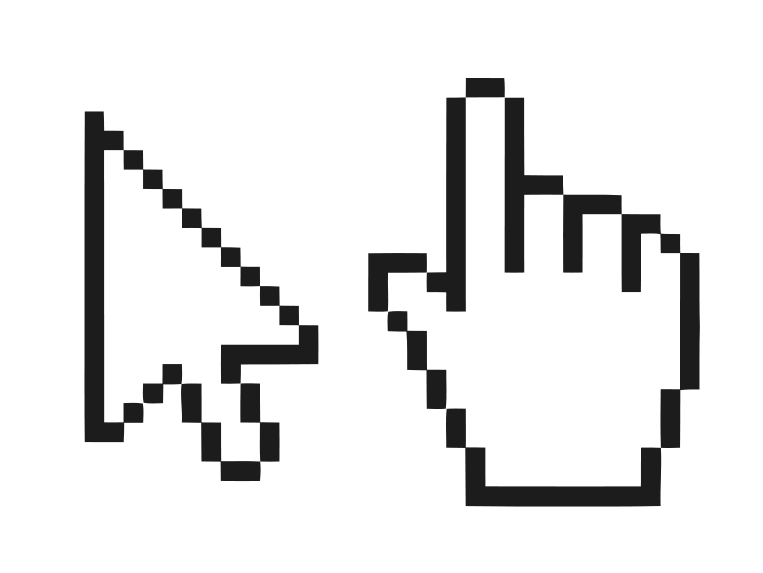
**Learning Activities**

* **Readings** *– Complete by Day 1*
  + Chapter 2: *How to Write an Effective Project Proposal*
  + Sullivan, Ann and Rogers, Mark, *Lessons Learned from Our Mistakes Writing Project Proposals*
* **Discussion**
  + Discussion 1: What makes a successful project proposal? *– Complete initial post by Day 3 and peer response by Day 5*  *3%*
* **Quiz**
  + Self Check 1**:** Elements of a Successful Project Proposal – *Optional, by Day 3*  *0%*
* **Project**
  + Course Project, Part 1: Project Proposal – *Optional draft by Day 5 (0%)*  *Final submission by Day 7*  *10%*

**Instructional Topics**

* What is the point?
* Using a Clear Writing Style
* Using the Correct Format
* Putting It All Together
* Allowing Time to Refine the Proposal before Submission

**V. POLICIES** [](#_top)



[1. Attendance](#Attendance) [2. Emergency](#Emergency) [3. Audit](#Audit) [4. Communication](#Communication) [5. Grading](#grades) [6. Appeals](#Appeal)[7. Grievance](#Grievance)[8. Honesty](#Honesty) [9. Copyright](#Copyright)  [10. Accommodations](#Accomodations)

Instructor, department, college, and university policies governing this course are listed below. Consider adding a statement to make students aware that they are expected to comply with these policies.

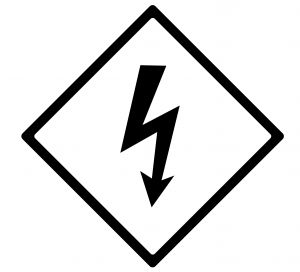
**1. ATTENDANCE AND PARTICIPATION POLICY** [](#PolicyTop)

*Attendance* refers to regularly logging into the course (and attending the face-to-face portions in the case of hybrid courses). *Participation* refers to being actively involved in class through discussions, timely submission of course assignments/assessments, etc. Both attendance and participation are monitored by your instructor.

List *your* policy for how you will handle student absences and specify what evidence, if any, you require to justify student absences (e.g., a doctor's note if out sick). Also see footnote 5 for a list of legitimate reasons for absences.

In addition to the above-mentioned instructor policy, you are also obligated to follow the Augusta University [*Attendance Policy*](https://gru.policytech.com/dotNet/documents/?docid=427&LinkedFromInsertedLink=true&public=true) which essentially states that you are expected to punctually attend all classes from the first to the last day of the term, that your instructor will monitor both your attendance and participation, and that there are academic penalties for excessive absenteeism.

**2. POLICY FOR INCLEMENT WEATHER OR OTHER EMERGENCIES** [](#PolicyTop)

If you do not keep this policy, be sure to renumber the ones that follow.

This is only applicable for hybrid courses. If you are teaching:

* an online course, delete this policy
* a hybrid course, keep this category and renumber subsequent categories and subcategories.

To determine whether or not to attend classes during severe weather conditions or other emergencies, proceed according to the following guidelines:

* Go to <http://jagwire.augusta.edu/alert> and check announcements.
  + Do not attend classes beginning within 30 minutes of the emergencies announced.
  + If applicable, notify your practicum sites if your classes have been suspended.
* Be prepared; learn more from the Augusta University Critical Event Preparedness and Response (CEPaR) at <http://www.augusta.edu/facilities/cepar/>.
  + Classes are cancelled and/or suspended to reduce the loss of life and/or property during critical events; do not take unnecessary risks.

**3. AUDITING POLICY** [](#PolicyTop)

The [*Auditing Classes Policy*](https://gru.policytech.com/dotNet/documents/?docid=434&LinkedFromInsertedLink=true&public=true) states that:

"Regularly enrolled students at Georgia Regents University may register for courses as auditors. No academic credit shall be awarded to students enrolled on this basis. No changes from audit to credit or credit to audit will be permitted after the last day of the schedule adjustment period. Students auditing courses will be required to pay regular fees for enrollment. Courses taken as audits do not count toward financial aid eligibility. A student enrolled as an auditor is expected to attend class regularly and perform such other tasks as may be assigned by the instructor. An auditor who does not attend class regularly may be dropped from the class with a grade of W."

**4. COMMUNICATION POLICY** [](#PolicyTop)

**4.1 NETIQUETTE**

List *your* policy for civil behavior in the online classroom, otherwise known as *net etiquette* or *netiquette*. For example, you might say:

Consider the following best practices for fully online communication and coursework:

* be careful with yours and others' personal information
* treat everyone with respect in all forms of communication
* if you disagree with someone, express your differing opinion in a respectful, nonjudgmental manner
* be cautious using humor or sarcasm; tone can be easily misunderstood in written communication and your message may be perceived as being offensive
* if a post brings intense emotions in you, do not respond to it until your feelings have cooled off
* as a rule of thumb, if you wouldn't say it to a person face to face, do not type it
* avoid using all caps and/or red font as they are the written equivalent of shouting or screaming
* be forgiving when you see others struggling; anyone can make a mistake
* you can't take communication back, so spellcheck and think twice before you post or reply
* keep your message clear and on focused on the topic at hand
* be as concise as possible while still delivering the full weight of your message
* write posts in your own words and always give proper credit when referencing or quoting sources
* read all discussion postings and respond to a variety of classmates, giving priority to those peers whose posts received few or no responses
* avoid responding to discussion posts with generic replies such as "I agree"; add substance to the discussion by explaining and supporting your statements
* always ground your arguments with academic or professional evidence from the course or from your own research
* explain uncommon abbreviations and acronyms before you use them
* be sensitive and reflective to what others are saying
* keep the dialog collegial and professional.

**4.2 PUBLIC VS. PRIVATE COMMUNICATION**

Help students understand how to differentiate between public and private information. For example, you might say:

*Public* communication (such as the communication taking place in the *Questions and Answers* discussion forum) is meant to benefit the entire class. Public matters include asking clarification or assistance with course readings or assignments, asking instructor and/or peer input on course-related matters, contributing useful resources, etc.

*Personal* communication only benefits the student in question. Personal matters include difficulties submitting assignments or accessing tests and quizzes, reasonable late-submission arrangements, disability accommodation requirements, questions stemming from assignment grades and/or feedback, etc. Such matters should be discussed only with your instructor.

**4.3 QUESTIONS AND ANSWERS FORUM**

Consider having a *Questions and Answers* discussion forum to provide a 24-hour avenue for students to express public needs and/or questions. Often students will have a question that has already been asked by a peer, so students get immediate answers. This forum not only helps students, but provides timesaving benefits to you, as (1) you're reducing the number of duplicate questions that otherwise need a separate email response from you, (2) at the end of the course you have a valuable FAQ repository, and (3) oftentimes you do not even need to respond to Q&A posts, as students would have already thoroughly answered each other's questions. Here is some suggested verbiage for this forum:

Use this discussion forum for any questions that arise throughout the course. While personal matters are best handled privately (by reaching out directly to your instructor), non-personal matters are best handled publicly, so as to benefit the entire class.   
  
If at any time you need a clarification or encounter obstacles during the completion of your work, please post a message to this public forum providing the details of your difficulties or questions. Your instructor and/or your peers will offer timely answers to your questions and/or collaborate with you toward a resolution.

Before asking a question, please browse the questions already posed by your peers, both to avoid duplication of questions and to possibly get your answer right away. Everyone in the class is strongly invited to subscribe to this forum, action which will generate an email each time there is activity in this forum. Thus, you will always be up to date with posts made here, as an additional learning opportunity in this course. This forum is not graded and participation is optional.

**4.4 EMAIL**

List *your* policy for email use in this course and mention how soon students can expect you to answer their emails. For example, you might say:

* Email personal questions to your course instructor (rather than sharing them in public D2L discussion forums).
* Give each email a descriptive subject line using the following naming convention: "Course Prefix and Number, Your Name, and the Subject." For instance, if Jane Doe wanted to email her instructor about her Quiz 2 grade in the INQR 1000 class, she would use the following subject line: "INQR 1000, Jane Doe, Quiz 2 Grade."
* Any emails sent to the course instructor will get answered within 48 hours, usually much sooner.
* Assignments emailed to the instructor will not receive credit; please submit all course assignments through D2L, as noted in the assignment instructions.
* Please check your email regularly.

**4.5 NEWS**

Tell students how you use the announcement feature in D2L (a.k.a. "News"). For example, you might say:

News items (a.k.a., announcements) are posted regularly on the course homepage in D2L. Please make sure you check them regularly, as they contain important information about the course.

Another set of news is available for you from *My Home*, where you can keep up with D2L scheduled maintenance and also see news from all the courses in which you are enrolled.

**4.6 POLICY ON POSTING OF GRADES AND FEEDBACK**

Tell students how and when their grades and feedback are communicated. For example, you might say:

Barring any unforeseen difficulties (e.g., illness), assignments will be graded within a week of the due date. Grades and feedback are available via the D2L Gradebook. Please check your grades regularly and contact your instructor should you have any questions about your grades or feedback.

**5. GRADING POLICY** [](#PolicyTop)

**5.1 GRADING CRITERIA POLICY**

List *your* grading policy. For example, you might say:

Grading criteria are available within each assignment, to help you understand how your work will be evaluated.

**5.2 LATE WORK POLICY**

List *your* policy for work submitted late. For example, you might say:

You are welcome to work ahead, however, you may not complete assignments after their due date. Communicate with course instructor whenever in doubt.

**5.3 MAKE-UP POLICY**

If offered, tell students how they can make up for any missed tests and also if they can reattempt assignments to raise their grade. For example, you might say:

If you have a documented, legitimate reason[[5]](#endnote-5) for missing an assignment deadline and that reason was communicated to the course instructor in a timely fashion, you may make up the respective assignment up to a week after the original deadline, and no later than the last day of class. Please allow 7 business days for the course instructor to grade and provide feedback to the respective make-up assignment.

**5.4 GRADING SYSTEM POLICY**

The [*Grading System Policy*](https://gru.policytech.com/dotNet/documents/?docid=757&LinkedFromInsertedLink=true&public=true) states that:

"Georgia Regents University uses the 4.00 grade point average system as required by the University System of Georgia. Grades are calculated and truncated at two significant digits. This policy relates grade points to grade letters and defines symbols and terms approved for use in grading at Georgia Regents University."

**5.5 GRADE CHANGE POLICY**

The [*Grade Change Policy*](https://gru.policytech.com/dotNet/documents/?docid=438&LinkedFromInsertedLink=true&public=true) "provides the guidelines for processing a grade change for a final grade. Incomplete grades are not considered final and are governed by the Incomplete Grade Policy."

**5.6 INCOMPLETE GRADE POLICY**

The [*Incomplete Grade Policy*](https://gru.policytech.com/dotNet/documents/?docid=442&LinkedFromInsertedLink=true&public=true) states that:

"A student who is doing satisfactory work but, for non-academic reasons beyond his/her control is unable to meet the full requirements of the course, may be assigned an incomplete (“I”) grade. A form must be completed to assign the incomplete grade and must include justification. A student who has received an “I” grade has one additional semester to complete the required work and to receive a final grade. A grade change form is required to remove the incomplete and assign the final grade. Any incomplete grade not removed after the next semester will be converted to an “F” grade."

**6. STUDENT ACADEMIC APPEALS POLICY** [](#PolicyTop)

The [*Academic Appeals Policy*](https://gru.policytech.com/dotNet/documents/?docid=424&LinkedFromInsertedLink=true&public=true) provides a means to appeal in cases where administrative decisions have been made which may negatively impact your academic career.

**7. STUDENT GRIEVANCE POLICY** [](#PolicyTop)

The [*Student Grievances Policy*](https://gru.policytech.com/dotNet/documents/?docid=425&LinkedFromInsertedLink=true&public=true) aims to resolve student academic grievances resulted from faculty actions.

**8. ACADEMIC CONDUCT (HONESTY) POLICY** [](#PolicyTop)

To learn how to avoid plagiarism, please refer to the following guide created by the Augusta University Libraries and Writing Center: <http://guides.gru.edu/plagiarism>.

The [*Academic Conduct Policy*](https://gru.policytech.com/dotNet/documents/?docid=422&LinkedFromInsertedLink=true&public=true) states that:

"The University recognizes that honesty and integrity are necessary to its academic function. The following regulations protect the equity and validity of the university’s grades and degrees, and help students develop ethical standards and attitudes appropriate to academic and professional life.

Violations of academic honesty include cheating of all kinds, plagiarism, fraudulent research activity and/or scholarship, collusion, and false statements made to avoid negative academic consequences. […]"

**9. USE OF COPYRIGHTED MATERIALS POLICY** [](#PolicyTop)

The [*Policy for the Use of Copyrighted Materials*](https://gru.policytech.com/dotNet/documents/?docid=559&LinkedFromInsertedLink=true&public=true) that you are responsible for obtaining appropriate permission for use of all copyrighted materials submitted in your endeavors at the University.

Please refer to <http://guides.gru.edu/plagiarism> for information on avoiding plagiarism.

**10. POLICY ON ACCOMMODATING STUDENTS WITH DISABILITIES** [](#PolicyTop)

The [*Accommodating Students with Learning Disabilities Policy*](https://gru.policytech.com/dotNet/documents/?docid=421&LinkedFromInsertedLink=true&public=true) ensures "that all students with disabilities are afforded equal opportunity and access to all programs and facilities at Georgia Regents University." For information on how you can obtain accommodations, please refer to section *IV. Support Services* of this syllabus.

**VI. SUPPORT SERVICES** [](#Top)

Below you'll find some of the most common resources and services available to you at Augusta University. For a more detailed list, refer to the *Student Resources* module inside your D2L course.

**1. LIBRARY & RESEARCH SERVICES**

The University Libraries make their online resources available 24/7 from the Libraries’ home page at <http://www.augusta.edu/library/>.

* The Libraries also provide research assistance via walk-in, in-depth consultations, e-mail, phone, and real-time chat from their *Ask a Librarian* pages ([Greenblatt Library](http://www.augusta.edu/library/greenblatt/ask/)  [Reese Library](http://www.augusta.edu/library/reese/ask/)).
* [Research guides](http://guides.gru.edu/browse.php) provide access to relevant databases, websites, books, and other resources specific to each listed subject and course area.
* Greenblatt Library’s [*Quick Links*](http://www.gru.edu/library/greenblatt/) contain home page access to major health sciences resources.
* Reese Library’s [*GALILEO Discover*](http://www.gru.edu/library/reese/) provides simultaneous searching for articles, books, and other resources via a single search engine.

**2. TESTING AND DISABILITY SERVICES**

Augusta University is committed to making online courses accessible to and usable by persons with disabilities in order for students to obtain maximum benefit from their educational experience.

To request academic accommodation services, please contact the Testing and Disability Services office at [tds@augusta.edu](mailto:tds@gru.edu) and/or (706) 737-1469 as soon as possible, to begin the process. Please note that all discussions with Testing and Disability Services are subsequently with your course instructor are confidential and are meant to insure that your accommodations are appropriately implemented throughout the course. For more information, please visit <http://www.augusta.edu/admin/tds/>.

**3. TECHNICAL SUPPORT SERVICES**

If you need technical assistance at any time (including Brightspace D2L), contact the 24-hour Augusta University Service Desk at (706) 721-4000 or at <http://www.augusta.edu/its/help/index.php>.

**4. WRITING SERVICES**

The Augusta University Writing Center can help you become a better writer. For details on how you can request a free personal consultation, please refer to <http://www.augusta.edu/colleges/pamplin/writingcenter/>.

**VII. DISCLAIMER** [](#Top)

**RESERVATION TO THE SYLLABUS**

The course instructor reserves the right to make changes to the course syllabus and schedule with reasonable notice to the students.

**VIII. FOOTOTES** [](#Top)

1. **Basic computing skills**: turn your computer on and off; launch and close computer programs; open and close files; save files in a specific location, with a specific name, and in a specific file format; reduce file sizes; organize files into with folders; print; use an antivirus to protect your computer; access and use the help menu to troubleshoot computer problems. [↑](#endnote-ref-1)
2. **Basic emailing skills**: access your email application; open email messages; open, save, and print email attachment; create, save, and send a new message; attach a file to an email message. [↑](#endnote-ref-2)
3. **Basic word-processing skills**: access your word-processing application; work with font types and sizes, paragraphs, headers and footers, citations, tables, charts, pictures, comments, and Track Changes; save as DOC or as PDF. [↑](#endnote-ref-3)
4. **Basic D2L skills**: access D2L; locate class announcements (news); check attendance through the *Attendance* area; find the instructor and classmates through the *Classlist* area; access the course itself through the *Content* area; access discussions through the *Discussions* area; access grades through the *Grades* area; navigate modules and files; expand and collapse (sub)modules; download files; save files. [↑](#endnote-ref-4)
5. **Legitimate reasons for absences** include:

   * illness or emergency medical treatment for self or immediate family
   * employment-related training or special assignments
   * official Augusta University business
   * unavoidable jury duty
   * military reserve or active duty obligations.

   [↑](#endnote-ref-5)