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# '24 Dysphagia Management Syllabus


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 Associate Professor

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 352 294 - 8366

 SLHS

 Office hours: Thursdays, 11:45am - 12:45pm; HPNP 2146

## Course Description

This course builds on a working knowledge of the normal anatomy and physiology of the swallowing mechanism for children and adults and the impairments that can result from neurological, structural, and behavioral disorders. The course will focus on building the ability to interpret the results of screening and diagnostic (instrumental) evaluation of swallowing and to manage oropharyngeal swallowing disorders. This course will focus on developing problem solving skills needed to identify elements in each patient's history and clinical assessment relevant to the patient's dysphagia, to determine and plan the best screening and diagnostic evaluation procedures, and to plan appropriate interventions to result in safe and efficient oral intake. This course is a graduate course and active participation by all students is encouraged and expected.

## Course Objectives

### CAA Knowledge and Skills

3.1.1B PROFESSIONAL PRACTICE COMPETENCIES	Accountability; integrity; effective communication skills; clinical reasoning; evidence-based practice; concern for individual served; cultural competence; professional duty; collaborative practice
3.1.2B FOUNDATIONS OF SPEECH- LANGUAGE PATHOLOGY PRACTICE	Ability to integrate information pertaining to normal and abnormal human development across the lifespan
3.1.3B IDENTIFICATION AND PREVENTION OF SPEECH,	Principles and methods of identification of communication and swallowing disorders and differences; principles and methods

LANGUAGE, AND SWALLOWING DISORDERS AND DIFFERENCES	of prevention of communication and swallowing disorders
3.1.4B EVALUATION OF SPEECH, LANGUAGE, AND SWALLOWING DISORDERS AND DIFFERENCES	Voice and resonance, including respiratory and phonation; swallowing (oral, pharyngeal, esophageal, and related function, including oral function for feeding; orofacial myology)
3.1.5B INTERVENTION TO MINIMIZE THE EFFECTS OF CHANGES IN THE SPEECH, LANGUAGE, AND SWALLOWING MECHANISMS	Voice and resonance, including respiration and phonation; swallowing (oral, pharyngeal, esophageal, and related functions, including oral function for feeding; orofacial myology)
3.1.6B GENERAL KNOWLEDGE AND SKILLS APPLICABLE TO PROFESSIONAL PRACTICE	Ethical conduct; integration and application of knowledge of the interdependence of speech, language, and hearing; engagement in contemporary professional issues and advocacy; professionalism and professional behavior in keeping with the expectations for a speech- language pathologist; interaction skills and personal qualities, including counseling and collaboration

### ASHA CFCC Standards for Certification addressed in this course:

- Standard III-B: knowledge of basic human communication and swallowing processes, including their biological, neurological, acoustic, psychological, developmental, and linguistic and cultural bases across the lifespan.
- Standard III-C: knowledge of the nature of speech, language, hearing and communication disorders and differences and swallowing, disorders, including the etiologies, characteristics, anatomical/physiological, acoustic, psychology, developmental, and linguistic and cultural correlates.
- Standard III-D: knowledge of the principles and methods of prevention, assessment, and intervention for people with communication and swallowing disorders, including consideration of anatomical/physiological, psychological, developmental, and linguistic and cultural correlates of the disorders.
- Standard III-E: The applicant must demonstrate knowledge of standards of ethical conduct.

- Standard III-F: The applicant must demonstrate knowledge of processes used in research and the integration of research principles into evidence-based clinical practice.
- Standard III-G: The applicant must demonstrate knowledge of contemporary professional issues.

### **Learning Outcomes:**

By the end of the course, you will be able to:

- Understand and describe the normal anatomical and physiological bases for airway protection (swallowing and coughing).
- Understand and describe the nature of airway protective (cough and swallowing) disorders, including their etiologies and anatomical and physiological characteristics
- Understand and describe pathophysiologies of dysphagia and dystussia as they relate to the underlying etiology
- Understand and describe signs and symptoms of dysphagia and dystussia
- Understand and describe evaluation goals and assessment procedures for the evaluation & treatment of airway protective impairments.
- Demonstrate skills in the administration of a basic clinical examination of swallowing and cough function.
- Demonstrate skills in the interpretation of endoscopic and videofluoroscopic examinations of swallowing function.
- Understand and describe principles of neural plasticity, strength and skill training and how they can be applied to the rehabilitation of airway protective deficits.
- Understand and describe evidence-based compensatory strategies and their use with reference to the underlying etiology, pathophysiology, and signs/symptoms of airway protective and feeding impairments.
- Understand and describe evidence-based rehabilitative approaches and their use with reference to the underlying etiology, pathophysiology, and signs/symptoms of airway protective and feeding impairments.
- Understand and discuss the standards of ethical conduct governing provision of services to individuals with airway protective disorders.
- Understand and discuss processes used in research and the integration of research principles into evidence-based practice in the management of airway-protective disorders.
- Discuss contemporary professional issues related to the management of airway protective disorders.

- Perform and interpret individualized clinical swallowing & airway protective evaluations.
- Provide basic interpretation of videofluoroscopic and endoscopic evaluations of swallowing.
- Provide intervention recommendations with accompanying rationales based on clinical swallowing and instrumental swallowing evaluations.
- Provide individualized instructions for the performance of restorative and compensatory swallowing interventions.



## Course resources & assignments

### Required Materials:

1. Lecture Slides & Readings (canvas)
2. MBSImp Student Training Program:

### \*MBSImp Enrollment Pathway

- Navigate to [NorthernSpeech.com](https://www.northernstudies.com)
- ([https://urldefense.com/v3/ https://www.northernstudies.com/#!/K543PA!KevYEOGSriNyZnFKw6GNXfEB1aM5ZB1aWuqfBjn8OtOjmvn7U6dH3nRzOBmJYxYizG5ESMR7CJfw\\$](https://urldefense.com/v3/https://www.northernstudies.com/#!/K543PA!KevYEOGSriNyZnFKw6GNXfEB1aM5ZB1aWuqfBjn8OtOjmvn7U6dH3nRzOBmJYxYizG5ESMR7CJfw$)).
- Click the link for **[University Access]**.
- Select University of Florida in the drop menu.
- Enter access code UFL346.
- Scroll down to course **#e95 - MBSImp Training**.
- The course fee is \$79
- For enrollment and tech support, email [tom@northernstudies.com](mailto:tom@northernstudies.com) (<mailto:tom@northernstudies.com>).

Note: Class notes and learning modules will be posted on Canvas prior to class. These are intended to help you follow instruction but do not provide all the important class content. You must attend class when scheduled to get the content necessary to pass the class and to integrate information.

### Other recommended resources:

- Leonard, R. & Kendall, K. Dysphagia Assessment and Treatment Planning: A Team Approach. San Diego, CA: Plural Publishing. 4th Ed.
- Barkmeier-Kraemer, J & Leonard R. (2014). Dysphagia Assessment and Treatment Planning Workbook: A Team Approach (3rd edition) San Diego, CA: Plural Publishing.
- Arvedson, J.C., & Brodsky, L. (2002). Pediatric Swallowing and Feeding: Assessment and Management. (2nd edition) ISBN-13: 978-0769300764
- NIH - National Institute on Deafness and Other Communication Disorders (NIDCD); <http://www.nidcd.nih.gov/health/voice/pages/dysph.aspx>
- (<http://www.nidcd.nih.gov/health/voice/pages/dysph.aspx>)

## Resources available through the UF library:

- Walshe, Margaret, and Maggie-Lee Huckabee, eds. *Clinical Cases in Dysphagia*. First edition. Boca Raton, FL: Routledge, 2018. Print.
- Warnecke, Tobias., Rainer. Dziewas, and Susan E. Langmore. *Neurogenic Dysphagia*. Cham: Springer, 2021. Print.
- Daniels, Stephanie K., Maggie Lee Huckabee, and Kristin Gozdzikowska. *Dysphagia Following Stroke*. Third edition. San Diego, CA: Plural Publishing, 2019. Print.

## Assignments & Exams

Your grade will be determined based on a combination of assignments, a mid-term exam, and a final exam. The assignments are:

### • **Modified Barium Swallow Impairment Profile (MBSImP) Student Certification**

The MBSImP is a training tool for students to learn to assess 17 physiological components of swallowing on videofluoroscopy. This training tool will expose the student to many videofluoroscopic videos – which is essential to developing the necessary skill of VFSS interpretation. This is also a tool which can be listed on the student's CV/resume for clinical placements and positions. Students will receive credit by completing the training with evidence of 60% pass for each component in the 'Reliability Zone,' and overall pass of 70%.

Students are expected to demonstrate their progress twice during the term by turning in a screenshot of their 'home' page (see course schedule below). You will lose 5 points (each) from your total score if you do not provide the screenshot at the appropriate times during the semester: 1) screenshot just showing you have signed up and 2) screenshot showing you have completed the learning and training zone and have started the reliability zone.

A screenshot of your "MBSImP Certificate of Completion" (with your name) + a screenshot demonstrating that you received 60% accuracy in all 17 parameters and overall 70% accuracy is the third mandatory submission deadline. Late submissions and/or incomplete submissions will not be accepted, and will result in a loss of 40 points from the total 50 points.

This project can be time consuming so pace yourself accordingly! Deadlines are found on the course schedule.

### • **Continuing education dysphagia course review**

There are a plethora of post-graduation dysphagia training platforms available, and it can be difficult to know which ones are worth your time and/or money. For this project, groups will select one of these training platforms and create a poster outlining what the platform offers, who the target audience is, fees associated, credentials promised, and generally the pros and cons of the platform. They will then create a video reviewing the poster. The two "deliverables" are

the poster (or pamphlet) file, and the video file. Both will be uploaded by each group into canvas, and then shared with the rest of the class.

- **Dysphagia case study**

It can often be difficult for students to translate what is discussed in the classroom to the actual clinic environment and with actual patients/clients. Therefore, this project is designed to provide a more real-life experience with clinical decision-making and clinical documentation. Students will be provided with full evaluation materials from actual swallowing evaluations. Each student will then interpret the findings and write-up the clinical report, which will be submitted through canvas.

- **Swallow strategy demonstration**

During the management portion of the course, you will learn about different exercises and maneuvers clinicians use to manage swallowing disorders. The purpose of this group project is to give you experience with actually teaching a patient how to do these maneuvers - some of which are tricky!! Each group will be assigned 1 - 2 maneuvers and create a video demonstrating how to teach the maneuvers. The "deliverable" will be the video file, which will be uploaded into canvas and shared with the class.



## Grade Scheme

Assignment	Points	Due date	Clinical standard(s) being assessed
MBSImp	50	Various (see course schedule)	III. B
C.E. dysphagia course review	20	9/5	III. E, F, G
Case study	20	10/17	III. C, D, E, G
Swallow strategy demonstration	20	11/21	III. D, G
Mid-term exam	50	10/3	III. B, C, D
Final exam	50	12/11	III, B, C, D, E, F, G
Point total	210		

The following grading standards will be used in this class:

Grade	Range
A	100 % to 93.0%
A-	< 93.0 % to 90.0%

Grade	Range
B+	< 90.0 % to 87.0%
B	< 87.0 % to 83.0%
B-	< 83.0 % to 80.0%
C+	< 80.0 % to 77.0%
C	< 77.0 % to 70.0%
D+	< 70.0 % to 67.0%
D	< 67.0 % to 60.0%
F	< 60.0 % to 0.0%

Letter grade to grade point conversion table:

Letter grade	A	A-	B+	B	B-	C+	C	C-
Grade points	4.0	3.67	3.33	3.0	2.67	2.33	2.0	1.67

Please be aware that a grade below C is not an acceptable grade for graduate students. A grade of C counts toward a graduate degree only if an equal number of credits in courses numbered 5000 or higher have been earned with an A. In addition, the Bachelor of Health Science Program does not use C- grades.

For greater detail on the meaning of letter grades and university policies related to them, see the Registrar's Grade Policy regulations at:

<http://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>



## Course Schedule

Date (2024)	Topic	Due (if any)
8/22	Introduction to Dysphagia Overview - Anatomy & physiology	<b>By 8/25</b> - groups should submit preferences for CE course review!

8/29	Anatomy & physiology	MBSImp sign up due
9/5	Neural control of swallow Breathing & swallow coordination	C.E. dysphagia course review poster/pamphlet and video due
9/12	History & clinical swallow evaluation (CSE)	
9/19	Assessing the swallow: FVSS & FEES	Possible FEES demo
9/26	Assessing the swallow: FVSS & FEES	
10/3	No class - Dr. Hegland out of town	Mid-term exam
10/10	Dysphagia - Neurogenic disorders	
10/17	No class - Dr. Hegland out of town	Case study due
10/24	Dysphagia – Head & Neck Cancer	
10/31	Dysphagia – Esophageal disorders	
11/7	Pediatric feeding & swallowing	MBSImp learning & training due
11/14	Management	
11/21	Management	Swallow strategies demos due
11/28	No class - Thanksgiving	
12/5	Reading Day	Final MBSImp Due 12/5 Final exam - Due 12/11





## Recording within the course

Recording Within the Course: 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.



## Canvas Information

Canvas is the where course content, grades, and communication will reside for this course.

- [ufl.instructure.com](http://ufl.instructure.com)
- For Canvas, Passwords, or any other computer-related technical support contact the [IT Service Desk](#).
  - 123 123-1234
  - 877 878-8325
  - <http://it.myinstitution.edu>
  - [itsupport@myinstitution.edu](mailto:itsupport@myinstitution.edu)



## Student expectations and additional resources

## Communication Guidelines:

- Student inquires about course activities should be made via email (preferred). All email inquiries about course-related activities should be done using your UF email account.
- Professionalism implies that you are attending during class – you are expected to refrain from texting, emailing, Facebook checking, etc., while in class.

## Academic Integrity

Students are expected to act in accordance with the University of Florida policy on academic integrity. As a student at the University of Florida, you have committed yourself to uphold the Honor Code, which includes the following pledge:

**“We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honesty and integrity.”**

You are expected to exhibit behavior consistent with this commitment to the UF academic community, and on all work submitted for credit 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.”**

It is your individual responsibility to know and comply with all university policies and procedures regarding academic integrity and the Student Honor Code. Violations of the Honor Code at the University of Florida will not be tolerated. Violations will be reported to the Dean of Students Office for consideration of disciplinary action. For additional information regarding Academic Integrity, please see Student Conduct and Honor Code or the Graduate Student Website for additional details:

<https://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/> 


[\(https://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/\)](https://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/).

<http://gradschool.ufl.edu/students/introduction.html> 

[.\(http://gradschool.ufl.edu/students/introduction.html\)](http://gradschool.ufl.edu/students/introduction.html).



Please remember cheating, lying, misrepresentation, or plagiarism in any form is unacceptable and inexcusable behavior.

## Online Faculty Course Evaluation Process

Students are expected to provide feedback on the quality of instruction in this course by completing online evaluations at <https://evaluations.ufl.edu>  [\(https://evaluations.ufl.edu/\)](https://evaluations.ufl.edu/). Evaluations are typically open during the last two or three weeks of the semester, but students will be given specific times when they are open. Summary results of these assessments are available to students at


<https://evaluations.ufl.edu/results/>  [.\(https://evaluations.ufl.edu/results/\)](https://evaluations.ufl.edu/results/).

## ***Attendance Policy, Class Expectations, and Make-up Policy***

- Attendance in class is required and will be monitored weekly by the instructor. Once in class, students are expected to engage fully and participate actively in class activities, and to refrain from engaging in extraneous activities such as checking social media websites, reading texts and emails, and so forth.
- In our graduate program, students' **class attendance and engagement in class activities (i.e., participation) are factored into the program's assessment of the students' professionalism.** ASHA's standards for clinical certification include expectations for professional behavior and interaction with colleagues; thus, students who repeatedly fail to meet expectations for participation and engagement in class may be placed on a remediation plan to improve their performance with respect to this clinical certification standard.
- Due dates for assignments, quizzes, exams, and other assessments are listed on this syllabus. If you are unable to meet a deadline due to illness or emergency, you are expected to contact the instructor no later than one day after the due date to discuss arrangements for rescheduling a new due date. Unexcused absences for examinations will be graded as a "0." Assignments that are submitted late will be lowered one letter grade.
- Make-up examinations following illness will be offered at a time determined by the instructor, and it is possible that the format of the make-up examination may differ from that of the original examination. Any requests for make-ups due to technical issues in Canvas MUST be accompanied by the ticket number that you receive from LSS when the problem was reported to them. The ticket number will document the time and date of the problem. You MUST e-mail the instructor within 24 hours of the technical difficulty if you wish to request a make-up.
- Excused absences must be consistent with university policies in the Graduate Catalog (<http://gradcatalog.ufl.edu/content.php?catoid=10&navoid=2020#attendance> ) and require appropriate documentation. Additional information can be found here: <https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>  (<https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>)

## SUPPORT SERVICES

### Accommodations for Students with Disabilities

If you require class-related accommodation because of a disability, you must register with the Dean of Students Office <https://drc.dso.ufl.edu>  (<https://drc.dso.ufl.edu/>) /drc within the first week of class. The Dean of Students Office will provide documentation of accommodations to you, which you then give to me as the instructor of the course to receive accommodations. Please make sure you provide this letter to the instructor by the end of the second week of the course. The College is committed to providing reasonable accommodations to assist students in their coursework.

### Counseling and Student Health

Students sometimes experience stress from academic expectations and/or personal and interpersonal issues that may interfere with their academic performance. If you find yourself facing

issues that have the potential to or are already negatively affecting your coursework, you are encouraged to talk with an instructor and/or seek help through University resources available to you.

- **The Counseling and Wellness Center** 352-392-1575 offers a variety of support services such as psychological assessment and intervention and assistance for math and test anxiety. Visit their web site for more information: <http://www.counseling.ufl.edu> ↗ (<http://www.counseling.ufl.edu/>)\_. On line and in person assistance is available.
- **U Matter, We Care** website: <http://www.umatter.ufl.edu/> ↗ (<http://www.umatter.ufl.edu/>)\_. If you are feeling overwhelmed or stressed, you can reach out for help through the You Matter We Care website, which is staffed by Dean of Students and Counseling Center personnel.
- **The Student Health Care Center at Shands** is a satellite clinic of the main Student Health Care Center located on Fletcher Drive on campus. Student Health at Shands offers a variety of clinical services. The clinic is located on the second floor of the Dental Tower in the Health Science Center. For more information, contact the clinic at 392-0627 or check out the web site at: <https://shcc.ufl.edu/> ↗ (<https://shcc.ufl.edu/>)\_
- **Crisis intervention** is always available 24/7 from:

Alachua County Crisis Center  
(352) 264-6789

<http://www.alachuacounty.us/DEPTS/CSS/CRISISCENTER/Pages/CrisisCenter.aspx> ↗  
(<http://www.alachuacounty.us/DEPTS/CSS/CRISISCENTER/Pages/CrisisCenter.aspx>)\_


*Do not wait until you reach a crisis to visit or talk with Counseling and Student Health services. They have helped many students through stressful situations that impact academic performance. You are not alone, so please do not hesitate to ask for assistance.*

**University Police Department** at 392-1111 (or 9-1-1 for emergencies), or  
<http://www.police.ufl.edu/> ↗ (<http://www.police.ufl.edu/>)\_.










**Sexual Assault and Recovery Services (SARS):** Student Health Care Center, 392-1161



## **Inclusive Learning Environment**

Public health and health professions are based on the belief in human dignity and on respect for the individual. As we share our personal beliefs inside or outside of the classroom, it is always with the understanding that we value and respect diversity of background, experience, and opinion, where every individual feels valued. We believe in, and promote, openness and tolerance of differences in ethnicity and culture, and we respect differing personal, spiritual, religious and political values. We further believe that celebrating such diversity enriches the quality of the educational experiences we provide our students and enhances our own personal and professional relationships. We embrace The University of Florida's Non-Discrimination Policy, which reads, "The University shall actively promote equal opportunity policies and practices conforming to laws against discrimination. The University is committed to non-discrimination with respect to race, creed, color, religion, age,

disability, sex, sexual orientation, gender identity and expression, protected under the Vietnam Era Veterans' Readjustment Assistance Act." If you have questions or concerns about your rights and responsibilities for inclusive learning environment, please see your instructor or refer to the Office of Multicultural & Diversity Affairs website: [www.multicultural.ufl.edu](http://www.multicultural.ufl.edu)   
[\(http://www.multicultural.ufl.edu/\)](http://www.multicultural.ufl.edu/)

## Course Summary:

Date	Details	Due
Sun Aug 25, 2024	 <a href="https://ufl.instructure.com/courses/515218/assignments/6273733">C.E. course selection</a> <a href="https://ufl.instructure.com/courses/515218/assignments/6273733">(https://ufl.instructure.com/courses/515218/assignments/6273733)</a>	due by 11:59pm
Thu Aug 29, 2024	 <a href="https://ufl.instructure.com/courses/515218/assignments/6181543">MBSImp registration</a> <a href="https://ufl.instructure.com/courses/515218/assignments/6181543">(https://ufl.instructure.com/courses/515218/assignments/6181543)</a>	due by 11:59pm
Thu Sep 5, 2024	 <a href="https://ufl.instructure.com/courses/515218/assignments/6181545">Continuing Education (C.E.) Dysphagia Course Reviews</a> <a href="https://ufl.instructure.com/courses/515218/assignments/6181545">(https://ufl.instructure.com/courses/515218/assignments/6181545)</a>	due by 11:59pm
Thu Nov 7, 2024	 <a href="https://ufl.instructure.com/courses/515218/assignments/6181542">MBSImp check-in</a> <a href="https://ufl.instructure.com/courses/515218/assignments/6181542">(https://ufl.instructure.com/courses/515218/assignments/6181542)</a>	due by 11:59pm
Thu Dec 5, 2024	 <a href="https://ufl.instructure.com/courses/515218/assignments/6181541">MBSImp Final submission</a> <a href="https://ufl.instructure.com/courses/515218/assignments/6181541">(https://ufl.instructure.com/courses/515218/assignments/6181541)</a>	due by 11:59pm
	 <a href="https://ufl.instructure.com/courses/515218/assignments/6181540">Dysphagia case study</a> <a href="https://ufl.instructure.com/courses/515218/assignments/6181540">(https://ufl.instructure.com/courses/515218/assignments/6181540)</a>	
	 <a href="https://ufl.instructure.com/courses/515218/assignments/6181539">Final Exam</a> <a href="https://ufl.instructure.com/courses/515218/assignments/6181539">(https://ufl.instructure.com/courses/515218/assignments/6181539)</a>	
	 <a href="https://ufl.instructure.com/courses/515218/assignments/6181537">Quiz 1</a> <a href="https://ufl.instructure.com/courses/515218/assignments/6181537">(https://ufl.instructure.com/courses/515218/assignments/6181537)</a>	
	 <a href="https://ufl.instructure.com/courses/515218/assignments/6181538">Quiz 2</a> <a href="https://ufl.instructure.com/courses/515218/assignments/6181538">(https://ufl.instructure.com/courses/515218/assignments/6181538)</a>	

Date	Details	Due
	 <a href="#">Quiz 3</a> ( <a href="https://ufl.instructure.com/courses/515218/assignments/6181536">https://ufl.instructure.com/courses/515218/assignments/6181536</a> )	
	 <a href="#">University of Florida</a> <a href="#">GatorEvals – Spring 2024 Main Project</a> ( <a href="https://ufl.instructure.com/calendar?event_id=3233468&amp;include_contexts=course_515218">https://ufl.instructure.com/calendar?event_id=3233468&amp;include_contexts=course_515218</a> )	