



*Faculty Guide to
Policies and
Procedures at*

HARRIS-STOWE
STATE UNIVERSITY

2014-2015 Edition

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**Harris-Stowe State University
Office for Academic Affairs**

**Faculty Guide to University Policies
2014-2015**

The purpose of this handbook is to provide faculty with a quick guide to the policies and procedures related to successful teaching and navigation of the University. Harris-Stowe State University has a rich history of providing quality higher education to the St. Louis metropolitan area, and the Office for Academic Affairs is committed to ensuring that HSSU continues its legacy.

ONLINE RESOURCES AT HARRIS-STOWE

HSSU Information Technology Services

The following information is intended to help faculty and staff know of the services that HSSU Information Technology Services provides and how to obtain these services.

All faculty and staff should be aware that the HSSU IT Help Desk phone number is (314) 340-3327. The Help Desk is staffed from 8 a.m.-5 p.m., Monday through Friday (excluding holidays). Employees needing assistance after hours or on the weekend should leave a message that includes their name, a phone number and a brief description of their computing problem. The HSSU Help Desk has a companion e-mail address, which is HelpDesk@hssu.edu. This contact information is for faculty and staff only. Students have different contact information for support and should use support@hornets.hssu.edu as the primary means of seeking assistance.

New Employees

Employees are usually issued an e-mail address, a network login account and a computer prior to beginning a new position. Each of these items must be requisitioned by the department head or dean of the department to which the new employee is assigned.

Depending on the employee's institutional role, he or she may be given access to various institutional databases and applications, including Jenzabar (the University's student/employee information system) and MYHSSU/e-Racer (the University's learning management system). Deans and department heads must request access to the Jenzabar system on behalf of the new employee. Access to MYHSSU and e-Racer is automatically granted for instructors.

Existing Employees

HSSU IT Services offers both phone consultation and in-person computer troubleshooting services during regular business hours. Often, problems can be resolved over the phone. For in-person troubleshooting or other computer repair services, Help Desk tickets are created and IT staffs are deployed on a first-

come, first-served basis. Because computer problems vary in complexity, there is no guaranteed time limit on how long a computer will be held for servicing. IT Services does, however, attempt to repair and return computers in as short a time as possible.

Acceptable Use and Security Policies

The institution's Acceptable Use and Computing Security policies are published on both the University's public web site (<http://www.hssu.edu/>) and intranet (<http://home.hssu.edu/>). New and existing employees should familiarize themselves with this important document. Be aware that the document is updated regularly to meet the needs of the institution. All users should carefully consider these particular points of the Acceptable Use and Security Policies: the appropriate use of e-mail and the installation of unapproved software at the institution. Compromising network security (even unintentionally) by downloading and installing unauthorized or illegal software is considered a serious threat to existing systems and data. Violations are reported to the HSSU administration (vice presidents or higher) and security reports are filed in IT Services. Any user who installs software that has not been approved by IT Services may be subject to severe penalties or restrictions.

HSSU IT Services is committed to providing HSSU faculty and staff with excellent computing resources. Employees with questions or concerns about IT Services and policies should feel free to contact the department by e-mailing HelpDesk@hssu.edu.

About MYHSSU/e-Racer

Harris-Stowe State University provides each faculty member with a MYHSSU/e-Racer account, which may be accessed anywhere and at anytime by faculty with an active Internet connection. Through MYHSSU/e-Racer, faculty can access class rosters, post course materials, send group e-mails to an entire class and facilitate online class discussions. Students are automatically enrolled in e-Racer courses when they complete the registration process. To access course materials, faculty must logon to the MYHSSU system. MYHSSU/e-Racer assistance may be obtained by contacting the HSSU Help Desk at helpdesk@hssu.edu.

POLICIES AND PROCEDURES RELATED TO TEACHING

Faculty Office Hours and Availability

Harris-Stowe State University expects all faculty to be on campus for a minimum of two to three days each week for office hours when classes are in session and during exam week. Each week, faculty should schedule at least three hours to be available to students outside of class time. Office hours must be posted and recorded in the faculty's academic department.

During certain times of the academic year, faculty are required to be on campus and available to students and administration. These times include, but are not limited to:

- The week before the beginning of the semester and two weeks after the last day of classes (i.e. exam week and the week thereafter)
- The University Commencement Ceremony

Faculty Absence

If a faculty member will be absent from class, the dean of his or her academic department must be notified. The dean will arrange to have a sign posted on the classroom to notify the students that the class has been cancelled for the day. If a faculty member knows of an absence in advance, the faculty member must work with the dean to arrange for an approved substitute instructor. Under no circumstances can a faculty member personally post a note to cancel class. Faculty must adhere to the procedure and have their class cancellation posted through the academic department.

Course Syllabus

All instructors must provide a course syllabus to each student no later than the first day of class. Faculty expectations for the course should clearly be identified in the class syllabus. Each syllabus should contain the following:

- Course title
- Your name and contact information (please include your University e-mail address and a number where you can be reached)
- Your office hours
- Course description
- Harris-Stowe Hallmarks
 - Identification of the Harris-Stowe Hallmarks that course covers
- Course objectives
- Textbooks, laboratory manuals and course supplements
- Grading policy
 - Grading distribution
- Classroom policies/University policies
 - Attendance
 - Academic honesty policy
 - Classroom decorum

- Course schedule (include dates, materials that will be discussed, dates of quizzes and exams, and date of the final exam)
- Page numbers should be included on each page of the course syllabus.

Please refer to Appendix A on page 20 to view an example of a course syllabus. All sections may not be applicable to all departments. However, this example does provide a reference of the main features your course syllabus should contain.

COURSE ENROLLMENT

Attendance

Due to regulations set forth by the U.S. Department of Education, Harris-Stowe State University is required to collect attendance for all students. To assist in the recording of attendance, Harris-Stowe has placed all attendance online. To obtain your roster, you will need to login to your MYHSSU /e-Racer account. *For assistance in logging into your MYHSSU/e-Racer account, please visit: <https://live.hssu.edu/ics>.*

Attendance for each class must be submitted to the Registrar's Office daily by 11 p.m. Under no circumstance will late submission of attendance be tolerated. Failure to submit attendance in a timely manner is considered noncompliance to the responsibilities as set forth by your Employee Agreement.

A First Infraction will result in a verbal warning by the dean. A Second Infraction will result in a written warning by the dean that will be placed in the faculty member's personnel file in the Office of Human Resources.

Please note that it is important to review the accuracy of your roster by using it to call the class roll. If a student does not appear on the class roster, please ask the student for his or her HSSU Student Schedule bearing the Registrar's stamped signature. If a student provides the appropriate documentation, he or she may continue to attend the class and should appear on the following week's class list. If a student does not provide the proper documentation, immediately refer him or her to the Office of the Registrar, HGA Room 007, to resolve any registration issues. Please do not allow students who are not officially enrolled attend your class or write names on your roster.

Never Attends

If a student appears on your class list but has *never attended* any of your class meeting(s), please mark that student as "**Never Attended**." Students who you report as never attending will be notified and a report of these students will be sent to the Office of Financial Assistance for their aid to be withheld. If the student who the instructor has identified as "never attended" is still appearing on your roster the third week of class, please contact the Office of the Registrar at (314) 340-3600.

If a student who has been identified as “never attended” on the roster appears in class during the third week, faculty members are instructed to inform the student that he or she has been removed from the roster and is not permitted to remain in the class. Faculty members may send these students to the Office of the Registrar if they have any additional questions or concerns. **STUDENTS WHO DO NOT APPEAR ON THE ROSTER ARE NOT PERMITTED TO REMAIN IN CLASS.**

Students who have been identified as “never attended” but have actually attended class will be required to submit a “**Never Attend Reinstatement Form**” to the Office of the Registrar as proof of their attendance. The “**Never Attend Reinstatement Form**” requires the instructor to indicate the dates that the student has attended class. The Registrar will determine if the student can be removed from the Never Attend Report and reinstated in class.

Withdrawal

Students who decide to withdraw from class must complete a withdrawal form and submit it to the Office of the Registrar prior to the official withdrawal deadline. Students are no longer required to obtain instructor signatures on drop forms. The last date of attendance for students who withdraw will be obtained from the most recent attendance record submitted to the Office of the Registrar.

The deadline to withdraw from classes is posted throughout the University and is listed in the class schedule. Requests to withdraw from classes after the deadline require students to complete a student appeals form and submit it to the Office of Advisement. Academic Affairs provides final approval as to whether a student may withdraw from a class once the deadline to withdraw has passed.

Academic Withdrawal Policy

The enforcement of the class attendance policy resides with the instructor of record for each course. Harris-Stowe supports the enforcement of attendance policies through one mechanism, the official notice of Withdrawal due to excessive absence. This mechanism is available on the Instructor’s Absence Report Form, which is located in the faculty’s MYHSSU account.

Administrative Withdrawal: Should be used after a student has reached the consecutive number of absences that require an administrative withdrawal from the course. Students administratively withdrawn from a course(s) will receive a grade of “AF”, failure due to excessive absences, which will be included in the student’s grade point average.

The last date of attendance (LDA) is required for processing. ALL withdrawals must be processed by the last day to drop, as “AF” grades will not be accepted during final grade entry.

ADMINISTRATIVE WITHDRAWAL “NOTIFICATION” AND “WITHDRAWAL” POLICIES

An ***Administrative Withdrawal Notification*** should be issued through MYHSSU when a student has been absent from class for:

- two consecutive weeks during the regular fall/spring semester,
- three meetings or one week during summer session I and II
- two consecutive weeks during the Anheuser-Busch School of Business Accelerated Program fall/spring session I/II

An ***Administrative Withdrawal*** should be issued through the HSSU Extranet when:

the Administrative Withdrawal Notification has been issued and the instructor has verified that attendance records are accurate.

Prior to the implementation of the online procedure, *notifications* were encouraged but not required. **Please be advised that the University now requires that all students must receive *Administrative Withdrawal Notifications* before the *Administrative Withdrawal* is executed.**

Administrative Withdrawal Notifications are automatically generated by the instructor's set up *notifications* through MYHSSU at the beginning of each semester. Because the University affords students the right to appeal academic decisions, it is essential that instructors maintain accurate and consistent attendance records throughout the semester.

Administrative withdrawals due to excessive absences should **NOT** be administered for students who have **NEVER ATTENDED** a course. Students who have never attended a course(s) will be automatically withdrawn if they have been accurately reported as NEVER ATTENDING when submitting attendance records online through MYHSSU.

PLEASE NOTE: All administrative withdrawals must be processed online through the HSSU Extranet.

Class Attendance/Absence Policies

Because the penalties related to attendance can have legal implications for the University, attendance policies must be clearly defined on each syllabus. The attendance policy should include expectations for labs and or discussion sections. Faculty should clearly explain and enforce their attendance policies, as defined in the course syllabus. When policies are specified in the course syllabus, faculty may take attendance into account when evaluating student performance, provided that absences are accurately documented by the instructor. Absences that are avoidable, unavoidable or due to University-sanctioned activities are subject to the specific conditions described below:

Avoidable Absences

In the case of an avoidable absence, faculty are not required to allow the student to make up missed assignments. It is up to the discretion of the faculty member to accept late assignments due to avoidable absences.

Unavoidable Absences

Unavoidable absences are those due to debilitating illness or personal emergency. Students must immediately inform their instructors in a timely manner with supporting documentation (i.e. a doctor's statement or University team schedule), of the reason(s) for the absence. If unanticipated absences from class exceed one week, the student must inform Academic Affairs and provide supporting documentation. Academic Affairs will notify the student's instructors. Unavoidable absences approved by Academic Affairs entitle the student additional time to make up all missed work by an agreed deadline between the instructor and the student. Unavoidable absences still count as absences in courses where grade penalties are imposed for inadequate attendance.

Absences Due to University-Sanctioned Activities

Students who participate in officially sanctioned University activities should be allowed to make up all missed assignments, tests and exams as a result of participating in these events. Certain assignments such as group projects or presentations may not be possible to make up. If the instructor intends to deny the opportunity to make up such assignments, the instructor should inform the student so that the student may be aware of the consequences. The student may then decide to take the course during another semester, to make other arrangements for the University-sanctioned event or to accept the consequences of the absence.

If the number of University-related absences is not larger than those allowed for all students by the course policy, the student should not be penalized for these absences. In such cases, however, the student does not have a right to any additional absences in the event of illness or family emergency. If the University-related and unexcused absences exceed those allowed by course policy, the instructor will determine the appropriate penalty.

To minimize conflict regarding absences due to University-sanctioned events, students should:

- Arrange with the faculty member to turn work in during the absence prior to leaving for the University-sanctioned activity.
- Obtain class notes or other materials missed prior to taking any subsequent exams or submitting assignments.

- Make every effort to schedule classes that will minimize activity and travel conflicts.
- Provide a schedule of all activities and related travel to all their instructors within the first week of the semester, or as soon as possible for non-scheduled events.

MIDTERM AND FINAL EXAMS

According to University policy, instructors who give formal midterm and final exams during the periods designated for each in the University Calendar must adhere to the dates and times those midterms and final exams are scheduled. At the discretion of the faculty member, individual students may be allowed to change the date and time of their examination if there is just cause. These requests should not be referred to Academic Affairs. A student is only permitted to make up an examination if missing the scheduled exam is beyond the student's control.

Grades

The final grading options are: A, A-, B+, B, B-, C+, C, C-, D+, D, D-, F, AF, AW, WA, WN, I, AU, CR, NR. Please refer to the *University Bulletin* for further clarification on grades.

Change of Grade

A Change of Grade form should only be completed when an error has occurred in calculating the final grade. Change of Grade should occur no later than the end of the subsequent semester. Once a faculty member has issued final grades, he or she should not accept late assignments, recalculate the late assignment in the student's final grade and complete a Change of Grade form. A Change of Grade to "help" a student required to maintain a minimum academic average (i.e. for continued financial aid, academic probation or enrollment in a particular program) is not permitted. Change of Grade forms are available in the Office of the Registrar, HGA Room 007. All Change of Grade forms require the signature of the faculty member's dean and must be submitted to Academic Affairs in HGA Room 106. Once grades have been submitted online, a faculty member may not change the grade online. A Change of Grade form must be completed for a grade to be officially changed.

Grade Appeals

Students who choose to appeal a grade must first do so with his or her instructor. If unsuccessful, the student may initiate the formal procedure for appealing the grade to the dean. Each school or department has established its own appeals procedure. Normally, no appeal will be given consideration if the documents are submitted later than the deadline for removal of incompletes (the ninth week of the academic semester). Each school or college is expected to have a written statement of its policy and procedures for appeals. Questions regarding grade appeals may be directed to Academic Affairs.

Incomplete Grade

An incomplete grade (I) is to be given rarely and not in lieu of an official withdrawal from the course. An incomplete grade can only be given when all of the following conditions have been met by the student:

1. The student could not complete the course work because of reasons beyond his or her control.
2. More than 80 percent of the course work has been completed.
3. The tests or examinations yet to be taken do not exceed two in number.

Only under such circumstances are incomplete grades to be granted. It is in the best interest of the faculty member to exercise the incomplete grade only in extreme circumstances. Once an incomplete has been issued, all student work must be completed within the first nine weeks of the next semester.

CLASSROOM ASSIGNMENTS AND CHANGES

Faculty may change the room location of a scheduled course only with authorization from Kevin Christeson, Director of Campus Planning and Expansion, at (314) 340-3566. For reasons of safety and liability, chairs, tables and desks may not be moved from one classroom to another. Chairs, desks and tables, if rearranged during a given class, must be returned to the original classroom layout at the end of the class period.

ACADEMIC STANDARDS POLICY

In order to maintain good academic standing at Harris-Stowe State University, a student must achieve a minimum cumulative grade point average (CGPA) of 2.0.

Academic Probation

Whenever a student's CGPA falls below the minimum 2.0 requirement, the student will be placed on Academic Probation. Enrollment for the next semester will be limited to 12 credit hours (six hours for part-time students) and the student will be required to meet with the University's Retention Specialist and participate in academic support programs throughout the probationary period. The student must earn at least a 2.0 semester grade point average or higher for that semester for continued probation. A student is taken off academic probation once a 2.0 CGPA is achieved.

Academic Suspension

A student will be suspended for one semester if he or she does not achieve a semester GPA of a 2.0 during the Academic Probationary period. After being on Academic Suspension, the student may seek reinstatement to the University through an appeal to the Academic Standards Committee. If such an appeal is

approved by the committee, the student will be required to sign an academic contract developed by the Academic Standards Committee, which will set forth specific actions that the student must successfully perform toward achieving the 2.0 minimum CGPA. A student must achieve a minimum semester GPA of a 2.0 during the probationary period.

If a student is academically suspended after reinstatement, the length of the suspension shall be at least two semesters. If a student is suspended for a third time, the academic suspension shall be permanent.

NOTE: Summer sessions do not constitute a semester.

FINANCIAL ASSISTANCE SATISFACTORY ACADEMIC PROGRESS POLICY

The Higher Education Act of 1965, as amended, and the final regulations set forth by the Department of Education in 34 CFR 668 require that institutions of higher education establish standards of satisfactory academic progress. A student who does not meet the standards is not eligible to receive federally funded financial aid. Harris-Stowe State University shall make these standards applicable to all federal and state programs for the purpose of maintaining a consistent and reasonable financial aid policy. This policy does not override any other policy that may have more stringent requirements for renewal set by the governing body for that award.

Satisfactory Academic Progress Standards

Students are required to be making satisfactory academic progress toward a degree if they want to receive federal and state financial aid funds. A student is making satisfactory progress if successfully meeting the three basic standards:

1. A student must maintain satisfactory academic standing, derived from grades that are consistent with graduation requirements at the University.
2. A student must complete a reasonable number of credit hours toward a degree each academic year.
3. A maximum time frame of 150 percent of the required hours for the degree is met.

Grade Point Average

Students are required to achieve a 2.0 semester GPA to remain eligible for financial aid. This includes transfer course work. In addition, a student must achieve at least a 2.0 cumulative GPA at the end of four semesters of attendance. If a student fails to achieve a 2.0 GPA in a semester, a probationary semester will be allowed in which the student must achieve a 2.0 GPA in order to remain eligible for financial aid.

If a student fails to achieve a 2.0 GPA or other satisfactory academic progress criteria in the probationary semester, a student is ineligible for financial aid unless an appeal is made and granted by the Appeals Committee.

If a student fails to achieve at least a 2.0 cumulative GPA at the end of four semesters of attendance, a student is ineligible for financial aid unless an appeal is made and granted by the Appeals Committee. *A student on Academic Probation may be eligible for enrollment at the University but may not be eligible to receive financial assistance.*

Attempted Hours and 60 Percent Completion Requirement

Attempted hours will be measured each semester at the end of the second week of the semester. Students are required to complete 60 percent of their attempted course work each semester. For example a student who attempts 12 hours of enrollment will be required to complete eight credit hours to remain in compliance with the regulation. If 60 percent of the course work is a fraction of the requirements, the required number will be rounded up to the next highest number.

If a student fails to complete 60 percent of their attempted course work in a semester, a probationary semester will be allowed in which the student must complete 60 percent of his or her attempted course work in order to remain eligible for financial aid. If a student fails to complete 60 percent of his or her course work or other satisfactory academic progress criteria in the probationary semester, the student is ineligible for financial aid unless an appeal is made and granted by the Appeals Committee.

Example: A student enrolls in 12 hours but only completes six; then the student would not be making satisfactory academic progress because he or she has only completed 50 percent of the attempted course work. However if he or she completes eight hours then he or she has met the satisfactory progress policy because he or she has completed more than 60 percent of the attempted course work.

Maximum Time Frame

Federal regulations limit the maximum number of hours a student may attempt and continue to receive financial aid to 150 percent. The number of attempted hours is determined by the degree they are pursuing. Attempted hours are measured each semester after the second week of the semester.

Each student's academic progress will be measured after each semester has ended to determine the progress made for that semester. Summer semesters will also count as a term of attendance. *Each semester of attendance shall be included in the annual review regardless of whether the student received financial assistance or not.*

Withdrawals will be counted as attempted if occurring after the second week of class.

If a student fails to graduate within the time frame allotted, the student is ineligible for financial aid.

Degree Program	Hours Required	Maximum hours
Early Childhood Education	120	180
Elementary Education	120	180
Middle School -Math	120	180
Middle School - Natural Science	120	180
Middle School - Social Science	120	180
Secondary English	121	180
Secondary Mathematics	121	180
Secondary Social Science	121	180
All Business Degrees	120	180
(Accounting, Business Admin)	120	180
Health Care Management	120	180
Hospitality & Tourism Mgmt	120	180
Informational Sciences and Computer Technology	120	180
Biology	120 (minimum)	
Criminal Justice	120	180
Mathematics	120 (minimum)	
Professional	120	180
Interdisciplinary Studies		
Urban Education	120	180

Financial Aid Probation

If students fail to achieve satisfactory academic progress for a semester, they are placed on probation. During this semester students are required to sign a retention contract and attend retention sessions. Students are eligible to receive aid during the probationary semester.

Appeals

The Financial Aid Appeals Committee is comprised of financial aid office staff, advisers and other University personnel. Financial aid appeals must be based on an undue hardship caused by a personal injury, illness, death of an immediate family member or other mitigating circumstances *supported with appropriate documentation*. Documentation must be provided. The appeals committee can not and will not access any student's private medical or educational records due

to privacy laws. Appeals without appropriate documentation will not be reviewed and will be returned to the student. Appeals from students must be made in writing to the Financial Aid Appeals Committee within 15 days after receipt of notification. The Office of Financial Assistance will provide a written decision to the student within 15 days of receipt of an appeal. The decision of the Financial Aid Appeals Committee is final.

Financial Aid Suspension and Reinstatement

If a student is denied an appeal, he or she is placed on Financial Aid Suspension. Students will have their eligibility for financial assistance reinstated when they have reached the level of Satisfactory Academic Progress stated in the policy. They may achieve this status by the completion of incomplete grades, correction of incorrect grades, or by earning more than six credit hours for a semester without the benefit of financial aid. It is the student's responsibility to inform the Office of Financial Assistance of any changes or corrections.

The Office of Financial Assistance will publish this policy and notify by mail any student who is no longer eligible to receive financial aid funds. This notice shall be addressed to the student's permanent address on file with the University. *It is the responsibility of the student to inform the Office of the Registrar of any changes in his or her permanent address.*

Transfer Students

Transfer students will be evaluated on the course work completed and the GPA achieved at their prior institution(s) before financial aid is processed. A student who does not meet the policy at Harris-Stowe will be placed on a probationary semester requiring 60 percent of their attempted hours completed and a 2.0 semester GPA to remain eligible for subsequent semesters.

Academic Fresh Start Policy

An Academic Fresh Start is granted to a student who returns to the University after being absent for at least three calendar years from any postsecondary institution and who needs to request financial assistance. The policy is designed for undergraduate students who have gained maturity outside of higher education and have demonstrated acceptable academic performance following their return. The Academic Fresh Start applies only to returning undergraduate students who had previously completed 30 semester hours or less. Students are given a probationary semester of financial assistance.

Online Policies For Harris-Stowe State University Online Courses

Harris-Stowe State University's goal is to provide a rigorous and rewarding online experience for its students. This can be accomplished through setting policies that ensure when Harris-Stowe students enroll into online courses, the expectations are consistent across courses and disciplines. The Harris-Stowe policies for online courses were developed through consultation with various faculty at Harris-Stowe. All faculty who teach online courses must adhere to the following:

1. Syllabus must be posted prior to the start of the course. If a course is to start on Monday, the syllabus should be posted at least by Sunday.
2. All course related materials should be posted in a timely manner.
3. Feedback from classroom assignments must be submitted to students within seven days of receipt.
4. Faculty must respond to student questions within 24 hours of student's post Monday through Friday.
5. Online courses must be in session for a minimum of three days out of the five days of the week.
6. Students must post at least twice each day on the topic matter (participation). For a three-day-a-week course, this means a total of six posts.
7. Faculty must post a minimum of two posts each day the class session is officially online.
8. Faculty must participate in a HSSU two-day training on teaching online.
9. It is recommended that faculty post weekly lectures with a 1,000 word minimum. The discussion questions can be gleaned from these lectures.
10. Attendance is counted when a student logs in.
 - a. Attendance and participation are separate. A student may login, but may not receive points for participating.

Any questions regarding these policies may be directed to the Vice President for Academic Affairs at (314) 340-3612.

UNIVERSITY DIRECTORY

Administrative Offices

Office of the President (314) 340-3380

Dwaun J. Warmack, Ed.D., President

Lea B. Sutherlin, Executive Assistant/Secretary to the Board of Regents

Marcy Busekrus, Administrative Assistant

Office of the Vice President for Academic Affairs (314) 340-3612

Dwyane Smith, Ph.D., Vice President for Academic Affairs

Michelle L. McClure, Ph.D., Assistant Vice President for Academic Affairs

Gladys Anderson, Administrative Secretary

Office of the Executive Vice President for Business and Financial Affairs (314) 340-3320

Constance G. Gully, CPA, Executive Vice President for Business and Financial Affairs

Barbara Morrow, Director of Business Services

Riquita Henry, Administrative Assistant to the Executive Vice President for Business and Financial Affairs and Director of Residential Leasing

Shelley Barsky, Buyer

Office of Communications, Marketing and Alumni Affairs (314) 340-3390

Brenda Talbot, Coordinator of University Relations & Graphics Technologist

Ronald Nichols, Curator of the Don & Heide Wolff Jazz Institute

Jasmine Clay, Secretary

Office of Advisement (314) 340-3307

Jason Traber, Senior Academic Advisor

Robert Arbuthnot, Academic Advisor

Tiffini Rushing, Academic Advisor

Elizabeth Speckman, Academic Advisor

Lisette Granadillo, Coordinator of Enrollment Management Technology

Jyhardis Turner, Secretary

The Academic Resource Center (ARC) (314) 340-3650

Anne Prograis Grice, Director

Edward Stephenson, Coordinator of GED

David Barnes, Instructor

Helen J. Washington, Secretary

Office of Accounting (314) 340-3330

Brian Huggins, Comptroller

Tammy Bryan, Staff Accountant

Mary Ellen Dee, Accounting Clerk

Donna Dorsey, Accounts Payable Clerk
Ida Lenoir, Senior Accounting Clerk/Payroll
Marva McKinney, Accounts Payable Clerk

Office of Admissions (314) 340-3300

Miguel Adujo, Admissions Officer
Angelle Banks, Admissions Officer
Michael A. Gibson Jr., Admissions Officer
Kimberly Turner, Admissions Data Entry Clerk

Office of Assessment (314) 340-3520

Meaghan Effan, Coordinator of Institutional Research/Data Analyst

Department of Athletics (314) 340-5721

Don Kaverman, Director of Athletics
Phillip Hunt, Physical Education Specialist Sports Information/Head Men's
Basketball Coach
Tim Herlihy, Athletic Trainer
Benny Lewis, Facilities Manager
Dr. Robert Kamkwala, Faculty Athletics Representative
Valerie Beeson, AML Eligibility Chair
Marilyn Williams, Athletics Secretary

Office of Career Services (314) 340-3512

Wanda McNeil, Director

Office of Financial Assistance (314) 340-3500

Sandra Call, Director of Financial Assistance
Sharon Collins, Senior Financial Assistance Counselor
Tiffany Alexander, Financial Assistance Counselor
Neidra Butler, Counselor
Ashley Byington, Secretary

Office of Human Resources (314) 340-3340

Stephanie Coleman, Human Resources Assistant

Office of the Registrar (314) 340-3600

Chauvette McElmurry-Green, Ph.D., Registrar
Lori Jennaway, Assistant Registrar
Tawana Taylor, Record Control

Office of Student Affairs and Enrollment Management (314) 340-5030

LaShanda Boone, Vice President of Student Affairs and Enrollment Management
Shawn Baker, Assistant Dean of Student Affairs/Director of Residential Life
Josias Calhoun, Residential Life Hall Coordinator
Annett Curdt, Interim Director of Student Affairs

Miranda Saddler, Assistant Director of Student Activities
Clarice Poindexter, Student Affairs Secretary

Office of Sponsored Programs (314) 340-5747

Heather Bostic, Executive Director of Title III and Sponsored Programs
Kevin Christeson, Director of Planning and Campus Expansion
Alice Robinson, Secretary

Campus Public Safety (314) 340-3333

Howard Richards, Executive Director of Institutional Security and Development
Hiram Cruise, Public Safety Office
Chandra Davis, Public Safety Officer
Leonard Evans, Public Safety Officer
Ricky French, Public Safety Officer
Tony Gates, Public Safety Officer
Antonette Glast, Public Safety Officer
Antonio Holland, Public Safety Officer
Keith McGull, Public Safety Officer
Debra Moore, Public Safety Officer
LaCresha Randle, Public Safety Officer
Nolan Rogers, Public Safety Officer
Scott Williams, Public Safety Officer

Office of the Bursar (314) 340-3573

Almaze Austin, Bursar
Kisha Lumsden, Cashier Billing Clerk
Eronda Miller, Accounting Clerk

HSSU IT Services (314) 340-3574

James Fogt, Executive Director of Information Technology
Scott Hartwig, Assistant Director of Information Technology
Keeva Bailey-Mosby, Coordinator of Project Management Services
Jonathan S. Cash, Systems Operation Analyst, Supervisor
Chicana Cook, Computer Technologist
Chris Carter, Computer Technician
Bill Dyer, Business Intelligence Analysts
Karen Essenpreis, Coordinator of Help Desk & LMS
William Griffin, Senior Programmer
Jeffrey Harris, Coordinator of Media Lab Services
Dave Menezes, Senior LAN Specialist
Walter McElroy, Multimedia Technician
Bob Morrison, Coordinator of Media Lab
Carol Norrington, Computer Information Technician III
Karen Turner, Administrative Secretary
Tahir Younas, Manager of Network Security and Operations

Education Talent Search (314) 340-5739

Linda Todoroff, Director
Salim Kenyatta, Educational Advisor
Tim Williams, Educational Advisor
Cassandra Smith, Secretary

AT&T Library and Technology Resource Center (314) 340-3622

Barbara Noble, Director of Library
Linda Orzel, Librarian/Coordinator of Special Services
Bettye Brown, Interlibrary Reference Loan
Steven Hollan, Serials Coordinator & Archives Collections
Christine Schone, Library Technician
Jonetta Davis, Administrative Assist Secretary

Mail Room/Print Shop (314) 340-3355

Beatrice Farmer, Part-time Mailroom/Copy Center Clerk
Lorine Purham, Mailroom/Copy Center Clerk

Physical Plant/Shipping and Receiving (314) 340-3350/ (314) 340-3642

Paul Kennon, Director of Facilities Management
Van McGilberry, Assistant Director of Facilities Management
Samuel Beach, Maintenance
Johnny Brooks, Maintenance Mechanic
Perry Brooks, Purchasing Clerk
Gerald Edwards, Maintenance Electrician
Ronald McMillan, Maintenance Mechanic
Darrell Orea, Maintenance Mechanic
Steven Palazzola, Carpenter
Richard Sanders, Groundskeeper
Michael Smith, Maintenance Mechanic/Painter
Douglas Webb, Maintenance Mechanic/Painter

Switchboard (314) 340-3366

University Counseling Services-340-5089

Vicki Bernard, Ph.D., Director
Don Johnson, Counselor

Academic Schools and Colleges

College of Arts & Sciences (314) 340-3317

Lateef Adelani, Ph.D., Dean
Charlene Jones, Ph.D., Assistant Dean
Veneesa M. Jones, Secretary

Anheuser-Busch School of Business (314) 877-0063

Fatemeh Zakery, Ph.D., Dean
Charles Sykes, Ph.D., Assistant Executive Director

Rhonda Wesley, Secretary

College of Education (314) 340-3661

Veola, Martin, Ed.D., Interim Dean

Lucille Smith, Administrative Secretary

APPENDIX A

***Please note this is an example of a course syllabus.
This is not an actual course syllabus**

An example of a course syllabus:

HARRIS-STOWE STATE UNIVERSITY
College of Education
ABC 0266, Health and Wellness
Fall Semester, 2014

Instructor: Great Instructor

Office: HGA 207/208 **Office Telephone:** 340-XXXX

email: instructg@hssu.edu

Section Number: 03 **Location:** HGA 216

Meeting Days: M & W **Hours:** 7:00 PM to 8:20 PM

Office Hours: Monday & Wednesday: 3:00 PM – 6:00 PM
Tuesday: 10:00 A.M. – 12:00 NOON; 1:00 P.M. – 2:00 P.M.
Thursday: By Appointment
Friday: 1:00 PM – 4:00 PM
By Appointment Other Times

Prerequisites: NONE

I. Course Description

This course is designed to acquaint students with the principles and concepts of health and wellness. In addition, students will learn health and wellness strategies regarding their own personal lives.

II. Required Text

Insel, P., & Roth, W. (2009). Core concepts in health (11th ed.) Boston: McGraw-Hill.

III. HSSU Hallmarks of Student Learning and Development

In pursuit of its mission, Harris-Stowe State University is dedicated to promoting student growth in five areas which are regarded as the “hallmarks” of student learning and development: effective communication skills, interpersonal growth, critical thinking, workplace readiness, and an understanding of and appreciation for diversity.

Effective Communication Skills

By developing effective communication skills, students will be able to express and exchange ideas, concepts, and perspectives using methods appropriate for the audience and situation.

Interpersonal Growth

Through continual learning, students will be able to develop and assess their value systems, make ethical decisions, build healthy professional and personal relationships, and contribute to their community.

Critical Thinking

By integrating a broad educational foundation with in-depth knowledge of a field of study, students will be able to manage information, analyze and solve real-world problems, construct meaningful connections, learn from their experiences, and apply their learning to new situations.

Workplace Readiness

As a result of their educational experiences, students will enter the global work force with confidence and professionalism, demonstrate competence in their respective fields, use technology appropriately and effectively, work as productive members of a team, commit to continuous professional growth, and remain competitive in the job market.

Understanding of and Appreciation for Diversity

As students are exposed to diverse ways of thinking and behaving, they will be able to recognize and value differences as well as develop and advance strategies for inclusion.

IV. Teacher Education Student Learning Outcomes**A. Effective Communication Skills**

1. Students will talk with and listen to students in sensitive and responsive manner.
2. Students will model effective verbal and non-verbal communication skills.
3. Students will use a variety of media communication tools.
4. Students will be able to address varied audiences with relevant issues.
5. Students will be able to communicate effectively with families, school and community.
6. Students will be able to enhance learner expression in speaking, writing, listening, and other media.

B. Interpersonal Growth

1. Students will be able to demonstrate sensitivity to cultural, gender, intellectual and physical ability differences.
2. Students will seek opportunities for professional growth.
3. Students will be able to apply ethical practices of the profession.
4. Students will be reflective practitioners who continually assess the effects of their choices and actions on others.

5. Students are able to articulate their value system based on research and/or introspection.

C. Critical Thinking

1. Students will be able to utilize a process of inquiry.
2. Students will know how to prioritize information.
3. Students will use reflection for decision-making.
4. Students will be able to apply effective problem-solving methods.

D. Workplace Readiness

1. Students will work with appropriate school personnel and utilize community resources.
2. Students will be able to use technology to enhance personal productivity and professional practice.
3. Students will be able to use technological applications to facilitate a variety of effective assessment and evaluation strategies.
4. Students will seek professional development opportunities.
5. Students will have successfully completed the state licensure examination.
6. Students will be able to utilize technology for global networking.

E. Understanding of and Appreciation for Diversity

1. Students will be able to adapt their teaching to meet the needs of diverse students.
2. Students will respect and value differences among all people.
3. Students will be able to include assessment techniques to meet the needs of diverse students.
4. Students will possess positive attitudes toward diverse environments and people.
5. Students will be able to create learning environments that promote positive cultural exchange.

VI. Course Goals

This course seeks to fulfill its' requirements by aligning course content with the HSSU Teacher Education Departments' conceptual framework and the various professional and state standards. To prepare teachers for a diverse society, (1) scientifically-based, up-to-date information regarding health issues and wellness concepts will be presented to students, (2) students will become involved in taking responsibility for their own health and well-being, (3) students will be empowered to shape their own futures; and (4) students will prepare a presentation of health based information for K-12 students.

Goal alignment of PED 0266 with national, state, and professional standards

Goal #	ACEI	NASPE	NHES	MoSTEP	PSTWS	Teacher Roles	HSSU Hallmarks	Dispositions	Danielson
1	2.6-1-1		1	1.2.1.1		Master of Content	C2, C3, C4, IG4, CT1, CT4, WR1, WR2, UAD1, UAD2, UAD5	Competence	Domain 1
2	2.6-2-2	4 & 6	3	1.2.9.1			C3, IG2, IG4, IG5, CT2, CT4, WR2, WR4, UAD2	Reflection	Domain 4
3	2.6-2	3, 4, & 6	3	1.2.9.1			C3, IG2, IG4, IG5, CT2, CT4, WR2, WR4, UAD2	Reflection	Domain 1
4	2.6-2-1 2.6-2-2		1, 2, 5, 6	1.2.1.1; 1.2.1.2; 1.2.9.1; 1.2.11.5	Learning Goals	Master of Content	C1, C2, C3, C6, IG1, IG3, IG4, CT2, CT3, WR1, WR2, WR3, UAD1, UAD3, UAD4, UAD5	Diversity	Domains 1,2,3

* C = Effective Communication Skills; IG = Interpersonal Growth; CT = Critical Thinking; WR = Workplace Readiness; UAD = Understanding of and Appreciation for Diversity

VII. Course Objectives

At the end of this course, the student will:

1. be able to articulate the meaning of the concept wellness and discuss all dimensions of wellness. (ACEI 2.6-1-1; 1.2.1.2; C1, C2, C6)
2. be able to discuss the effects of nutrition, alcohol, tobacco, and drugs on a healthy lifestyle. (ACEI 2.6-1-1; 1.2.1.1; DC; UT; IS; C2, C3, C5, IG4, CT1, CT2, WR1, UAD5)
3. describe the steps in the Transtheoretical Model as it applied to making lifestyle behavior changes. (ACEI 2.6-1-1, 2.6-2-2; 1.2.1.1; C6, CT1, CT3,)
4. be able to distinguish between health-related physical fitness and sport- or skill-related physical fitness. (ACEI 2.6-1-1; 1.2.1.1; C4, C6, CT3,)
5. be able to discuss the disease process and how one can protect themselves. (ACEI 2.6-1-1, 2.6-2-2; 1.2.1.1; C3, C4, CT1, WR1)
6. be able to recognize when one can treat illness themselves and when they need to seek professional help. (ACEI 2.6-1-1, 2.6-2-2; 1.2.1.1; CT2, CT4, WR1)
7. discuss diversity and physical and social dimensions of wellness. (ACEI 2.6-1-1; 1.2.1.1; C4, IG1, UAD1, UAD2, UAD4, UAD5)

VIII. Expectations

- a. The student will attend class regularly and participate in class discussions.

- b. The student will read all assigned chapters and prepare for class discussion weekly.
- c. The student will prepare and turn in assignments as given for each identified chapter that is discussed in class. Each assignment completed will be graded, returned, and regraded as necessary to assure complete understanding of the concept addressed with the assignment.
- d. The student will prepare an assignment in a format that simulates presentation of a health lesson to a public school student/class. (PSTWS LG)
- e. Cell phones will be turned off while class is in session.

IX. Teaching Strategies

- 1. Lecture
- 2. Discussion
- 3. Student research and reports
- 4. Student presentations
- 5. Technology (Video/overhead/e-Racer)

X. Evaluation of Student Performance

Class participation and attendance (3.45 for 28 classes; 3.4 for 1)	100 pts
Assignments/Reports	100 pts
Midterm	100 pts
Final	<u>100 pts.</u>
Total	400 pts.

The final score is converted to a grade using the following scale:

A	372---400	B-	320---331	D+	268---279
A-	360---371	C+	308---319	D	252---267
B+	348---359	C	292---307	D-	240---251
B	332---347	C-	280---291	F	0---239

Class Attendance

Students are expected to be in class each class period. (Professionalism). Student attendance is based on being present the entire class period. Attendance of less than the entire class will be credited based on the percentage of time present. Six consecutive absences (for any reason) will constitute an administrative withdrawal. Unlike last semester, you will not receive an academic warning.

❖ Students absent are **still responsible for all materials covered and assignments given or due on that class period. Missed assignments will not be accepted later than two class periods after due date.**

Please Note: At the end of this semester, no incomplete grades will be issued and no grade changes will be made. Please take care of all assignments when due to insure the grade you wish to achieve.

XI. Performance Assessments (Each project is worth 10 pts.) Rubric will be posted on MYHSSU/e-Racer when assignment is given.

1. Sources of Health Information – Chapter 1

Write a short essay, at least one page, typewritten, describing your sources of health information. Do you rely on newspaper or magazine articles? On television? On a particular website? On friends and family? On other sources? If so, what? What criteria do you use to evaluate this information, to assess its' credibility, and to make decisions about your health?

2. Sources of Stress – Chapter 2

List the daily hassles you commonly encounter. Using the following charts as an example, place the daily hassles into the appropriate group: avoidable or unavoidable. For each avoidable hassle, describe how you can eliminate it from your life. For each unavoidable hassle, list an effective coping mechanism.

3. Relationships – Chapter 4

Take an informal survey of six people, 3 males and 3 females. You want answers to the following questions. 1. What do you find an attraction in a person of the opposite sex? 2. What do you look for in a romantic partner? Report similarities and differences found.

4. Drug Testing – Chapter 9

Select one of the following occupations: airline pilot, nurse, physician, firefighter, professional athlete, teacher, construction worker, commuter train operator. Should persons in the occupation you selected be subjected to mandatory drug testing? Why? Why not? Discuss in detail, not to exceed two pages.

5. Alcohol Advertisements – Chapter 10

You are being provided with two advertisements for alcoholic beverages. Analyze each of these advertisements using the following questions. What psychological technique(s) is/are used to sell the product? What are the hidden messages in the advertisement? Do you think it is unethical to sell a potentially dangerous substance by appealing to people's desires and vulnerabilities? Do you think liquor manufacturers ought to be held responsible for the damage alcohol inflicts on some people? Explain why you feel the way you do.

6. Nutrition Lesson Plan – Chapter 12

From an assigned topic, prepare a lesson plan to teach the topic to a group of elementary school students. You will indicate the grade level for which your lesson is designed.

TOPICS will be taken from the Chapter on Nutrition (Chapter 14) and will be assigned in class.

--Indicate what you want students to know and/or be able to do when your lesson is completed (Objective)

--From Show Me Standards (will be provided in class), indicate the standards that will be addressed in this lesson.

-- You will be provided with an outline for the lesson plan.

7. Exercise and Fitness – Chapter 13

Investigate two fitness clubs in the metropolitan St. Louis area. Compare the two clubs to each other in terms of offerings and/or services. How do they measure up to guidelines provided in the text?

8. Energy Balance – Chapter 14

Using the formula given in Chapter 14, calculate your body mass index. Explain the application of the energy balance to moving or maintaining your body mass index in the range that is identified as the normal range in Chapter 14.

9. Cardiovascular Health – Chapter 15

Students will complete two worksheets that accompany and summarize the materials found in Chapter 15 on Cardiovascular Health. They will construct a graphic representation to show #7 on Worksheet 86.

10. Project for the Elderly – Chapter 22

Develop a project that benefits you and a facility for the elderly or an elderly person in your community. This project does not have to be one that has to be completed before this semester is completed. It is one that could be done and therefore what you report to me is the planning phase of what could eventually be done.

XII. Diversity

Diversity issues are addressed in each chapter through the **Dimensions of Diversity Box** provided by the text for that particular chapter. This information will be included in the discussion of chapters selected in the course syllabus.

XIII. Differentiation

A variety of presentation methods will be used in the class to allow for different learning styles. Included will be lecture, discussion, small group or partner work, powerpoint presentations, student presented topics.

Students who have specific difficulties will be given the assistance needed on an individual basis based on their need.

XI. Technology

Technology is employed in this class in the following ways:

1. Instructor will use powerpoint presentations for several topics
2. Students will prepare all assignments to be turned in using the computer
 - Lesson plans will include some computer generated graphics
3. Student presented lesson may include various media for presentation
4. Assignments will be accessed by way of MYHSSU/e-Racer.

Grading Sheet PED0266

Fall Semester, 2014

Name _____

<u>Score</u>	<u>Possible</u>	<u>Your</u>
Class Participation (29 classes @ 3.33 pts. each) (1 @ 3.43)	100	_____
Assignments (10 pts. Each)	100	
1. Sources of Health Information (10)		_____
2. Sources of Stress (10)		_____
3. Relationships (10)		_____
4. Drug Testing (10)		_____
5. Alcohol Advertisements (10)		_____
6. Nutrition Lesson Plan (10)		_____
7. Exercise and Fitness (10)		_____
8. Energy Balance (10)		_____
9. Cardiovascular Health (10)		_____
10. Project for the Elderly (10)		_____
Midterm Exam	100	_____
Final Exam	100	_____
Total Points	400	_____
Grade _____		

Health and Wellness – Tentative Class Schedule
Harris-Stowe State University
Fall Semester, 2014

<u>Day/Date</u> <u>Topic Reference</u>	<u>Topic</u>
Monday, Aug. 23, 2014 Chapter 1	Introductions Taking Charge of Your Health
Wednesday, Aug. 25, 2014 Chapter 1 (Con't.)	Taking Charge of Your Health Assignment
Monday, Aug. 30, 2014 Chapter 2	Stress: The Constant Challenge
Wednesday, Sept. 1, 2014 Chapter 2 (Con't.).....	Stress: The Constant Challenge Assignment
Monday, Sept. 6, 2014	University Holiday No classes
Wednesday, Sept. 8, 2014 Chapter 3	Psychological Health
Monday, Sept. 13, 2014 Chapter 3 (Con't.)	Psychological Health
Wednesday, 15, 2014 Chapter 4	Intimate Relationships And Communications
Monday, Sept. 20, 2014 Chapter 4 (Con't.)	Intimate Relationships and Communications Assignment

Wednesday, Sept. 22, 2014	
Chapter 9	The Use and Abuse Of Psychoactive Drugs
Monday, Sept. 27, 2014	
Chapter 9 (Con't.)	The Use and Abuse of Psychoactive Drugs Assignment
Wednesday, Sept. 29, 2014	
Chapter 10	The Responsible Use of Alcohol
Monday, Oct. 4, 2014	
Chapter 10 (Con't.)	The Responsible Use of Alcohol Assignment
Wednesday, Oct. 6, 2014	
Chapter 11	Toward a Tobacco-Free Society
	MID-TERM EXAMINATION
Monday, Oct. 11, 2014	
Chapter 11 (Con't.)	Toward a Tobacco- Free Society Assignment for Nutrition
Wednesday, Oct. 13, 2014	
Chapter 12	Nutrition Basics
Monday, Oct. 18, 2014	
Chapter 12 (Con't.)	Nutrition Basics
Wednesday, Oct. 20, 2014	
Chapter 12 (Con't.)	Nutrition Basics
Monday, Oct. 25, 2014	
Chapter 13	Exercise for Health and Fitness
Wednesday, Oct. 27, 2014	
Chapter 13 (Con't.)	Exercise for Health and Fitness Assignment
Monday, Nov. 1, 2014	
Chapter 14	Weight Management & Assignment

Wednesday, Nov. 3, 2014	
Chapter 16	Cancer
Monday, Nov. 8, 2014	
Chapter 15	Cardiovascular Health
Wednesday, Nov. 10, 2014	
Chapter 15	Cardiovascular Health Assignment
Monday, Nov. 15, 2014	
Chapter 18	Sexually Transmitted Diseases (Guest Speaker)
Wednesday, Nov. 17, 2014	
Chapter 21	Personal Safety
Monday, Nov. 22, 2014	
Chapter 22	Aging: A Vital Process
Wednesday, Nov. 24, 2014	
Chapter 22 (Con't.)	Aging: A Vital Process Assignment
Monday, Nov. 29, 2014	
Chapter 20	
Conventional and Complementary	Medicine
**Last day to drop/withdraw	
Wednesday, Dec. 1, 2014	
Chapter 19	Environmental Health
Wednesday, Dec. 8, 2014	FINAL
EXAMINATION	8:00 PM – 10:00 PM

