

**UCC/UGC/ECCC**

Proposal for New Course

***Please attach proposed Syllabus in*** [***approved university format***](http://www4.nau.edu/avpaa/UCCForms/syllabus.doc)***.***

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| 1. Course subject and number: | **HS 460C** | 2. Units: | **3** |

[**See upper and lower division undergraduate course definitions.**](http://www4.nau.edu/avpaa/UCCPolicy/Uplow.doc)

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| 3. College: | **Health and Human Services** | 4. Academic Unit: | **Health Sciences** |

5**.** Student Learning Outcomes of the new course. *(*[*Resources & Examples for Developing Course Learning Outcomes*](http://www4.nau.edu/avpaa/Assessment/CourseLearningOutcomesPDF_090712.pdf)*)*

**Upon successful completion of this course, careful reading of all materials, and a genuine effort in participating in the various course activities, the learner should be able to:**

1. **Demonstrate knowledge of leadership and interprofessional teamwork concepts.**
2. **Contribute informed reflective discussions on ten specific course topics with classmates from a variety of health-related disciplines.**
3. **Complete 24 hours of observation of leadership and interprofessional activities in different health-related disciplines.**
4. **Analyze and synthesize issues related to course topics in leadership skills and interprofessional teamwork identified during the observational experiences.**
5. **Submit a summative portfolio of important concepts and skills acquired throughout the degree program (foundational knowledge of health promotion and disease prevention concepts, professional communication skills necessary in health care settings, knowledge of health disparities, knowledge and skills needed for personal health and well-being, leadership and interprofessional teamwork concepts in health-related settings.**

6. Justification for new course, including how the course contributes to degree program outcomes, or other university requirements / student learning outcomes. *(*[*Resources, Examples & Tools for Developing Effective Program Student Learning Outcomes*](http://www4.nau.edu/avpaa/Assessment/ProgramLearningOutcomesPDF_090712.pdf)*).*

**Knowledge and skills in leadership and interprofessional teamwork are becoming increasingly more important in the healthcare environment. These degrees serve licensed allied health professionals who are often planning to move forward into administrative positions upon completion of their bachelor’s degree. This course strengthens the curriculum by addressing this identified gap in content within the degree program. It also contributes to efficiencies in degree delivery. As the capstone course, this course will integrate leadership and interprofessional teamwork concepts with knowledge and skills acquired throughout the degree program.**

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| 7. Effective **BEGINNING** of what term and year? | **Fall 2014** |  |
| [**See effective dates calendar**](http://www4.nau.edu/avpaa/timelines/1314Effective.xls)**.** |  |  |

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| 8.  Long course title: | **LEADERSHIP AND INTERPROFESSIONAL TEAMWORK FOR HEALTH PROFESSIONALS** |
| *(max 100 characters including spaces)* | |

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| 9. Short course title: | **LEADERSHIP/TEAMWORK HLTH PROFFS** |
| *(max. 30 characters including spaces)* | |

10. Catalog course description *(max. 60 words, excluding requisites):*

**Leadership and interprofessional teamwork concepts and applications for health professionals. Prerequisites: Completion of all 200 and 300 level program requirements with a grade of C or better. Instructor consent required. Letter grade only.**

11. Will this course be part of any plan (major, minor or certificate) or sub plan (emphasis)?

                                                                                                                                    Yes  No

If yes, include the appropriate plan proposal.

**Health Sciences-Allied Health BS, Health Sciences-DMIT BS, Health Sciences-Medical Assisting BS, Health Sciences-Paramedic Care BS, Health Sciences-PT Assisting BS, Health Sciences-Respiratory Care BS, Health Sciences-Surgical Technology BS**

12. Does this course duplicate content of existing courses? Yes  No

If yes, list the courses with duplicate material. If the duplication is greater than 20%, explain why NAU should establish this course.

13. Will this course impact any other academic unit’s enrollment or plan(s)?              Yes  No

      If yes, describe the impact. If applicable, include evidence of notification to and/or response from

each impacted academic unit

14. Grading option:      Letter grade Pass/Fail Both

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| 15. Co-convened with: |  | 14a. UGC approval date\*: |  |
| (For example: ESE 450 and ESE 550) [See co-convening policy](http://www4.nau.edu/avpaa/UCCPolicy/crosslist.doc).  \*Must be approved by UGC before UCC submission, and both course syllabi must be presented. | | | |

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| 16. Cross-listed with: | |  | | |  | | | | | |
| (For example: ES 450 and DIS 450) [See cross listing policy](http://www4.nau.edu/avpaa/UCCPolicy/crosslist.doc).        Please submit a single cross-listed syllabus that will be used for all cross-listed courses. | | | | | | | | | | |
| 17. May course be repeated for additional units? | | | |  | | | | Yes     No | | |
| 16a. If yes, maximum units allowed? | | |  | | |  | | | | |
| 16b. If yes, may course be repeated for additional units in the same term? | | | | | | | | |  | Yes     No |
| 18. Prerequisites: | **Instructor Consent** | | | | | |  | | | |

If prerequisites, include the rationale for the prerequisites.

**As a capstone course, this course requires instructor consent to assure that all requirements for enrollment in the course have been met.**

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| 19. Co requisites: | **NONE** |  |

If co requisites, include the rationale for the co requisites.

20. Does this course include combined lecture and lab components?                   Yes  No

If yes, include the units specific to each component in the course description above.

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| 21. Names of the current faculty qualified to teach this course: | **Deborah J. McCormick, Ph.D.** |

22. Classes scheduled before the regular term begins and/or after the regular term ends may require

additional action.  Review “see description” and “see impacts” for “Classes Starting/Ending

Outside Regular Term” under the heading “Forms”

<http://nau.edu/Registrar/Faculty-Resources/Schedule-of-Classes-Maintenance/>.

Do you anticipate this course will be scheduled outside the regular term?   Yes  No

**Answer 22-23 for UCC/ECCC only:**

23. Is this course being proposed for Liberal Studies designation?             Yes  No

       If yes, include a [Liberal Studies proposal](http://www2.nau.edu/~d-ugstdy/_source/docs/LS_Proposal_form.doc) and syllabus with this proposal.

24. Is this course being proposed for Diversity designation?Yes    No

       If yes, include a [Diversity proposal](http://www4.nau.edu/avpaa/EthDiv/Divform2010.doc) and syllabus with this proposal.

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| **FLAGSTAFF MOUNTAIN CAMPUS** |  |
| **Scott Galland** | **10/17/2013** |
| Reviewed by Curriculum Process Associate | Date |
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| **Approvals**: |  |
|  |  |
| Department Chair/Unit Head (if appropriate) | Date |
|  |  |
| Chair of college curriculum committee | Date |
|  |  |
| Dean of college | Date |
|  |  |
| **For Committee use only:** |  |
|  |  |
| UCC/UGC Approval | Date |

Approved as submitted: Yes  No

Approved as modified: Yes  No

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| **EXTENDED CAMPUSES** |  |
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| Reviewed by Curriculum Process Associate | Date |
|  |  |
| **Approvals:** |  |
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| Academic Unit Head | Date |
|  | |
| Division Curriculum Committee (Yuma, Yavapai, or Personalized Learning) | Date |
|  | |
| Division Administrator in Extended Campuses (Yuma, Yavapai, or Personalized Learning) | Date |
|  | |
| Faculty Chair of Extended Campuses Curriculum Committee (Yuma, Yavapai, or Personalized Learning) | Date |
|  | |
| Chief Academic Officer; Extended Campuses (or Designee) | Date |
|  |  |

Approved as submitted: Yes  No

Approved as modified: Yes  No

**HS 460C: Leadership and Interprofessional Teamwork for Health Professionals**

**Northern Arizona University**College of Health and Human Services -- Department of Health Sciences

***THIS COURSE IS ASYNCHRONOUS, BUT IT IS NOT SELF-PACED. ASSIGNMENTS ARE DUE AT REGULAR INTERVALS AS POSTED IN THE SYLLABUS AND THROUGHOUT THE COURSE.***

**Meeting Place/Time/Days:** Asynchronous Online  
**Credit Hours:** 3 semester credit hours  
**Instructor:** Deborah J. McCormick, Ph.D.  
**Office Phone:** 928-523-8534  
**Office Hours:** By appointment  
**E-mail:** Use E-mail function within BbLearn  
**Fax:** 928-523-0148  
**Office Location:** 227B Health Professions Building  
**Course Prerequisites:** Permission of instructor

**Course Description**

**Catalog Description**:   
Leadership and interprofessional teamwork concepts and applications for health professionals. Prerequisites: Completion of all 200 and 300 level program requirements with a grade of C or better. Instructor consent required. Letter grade only.

**Expanded Course Description:**

This course will explore theoretical concepts of leadership and interprofessional teamwork for health professionals. Knowledge and application of these concepts will assist health professionals in preparing for effective leadership and teamwork with those in other related health care disciplines. As a capstone course, this course will include opportunities to reflect on and synthesize important concepts and skills acquired throughout the degree program.

**Student Learning Outcomes:**

Upon successful completion of this course, careful reading of all materials, and a genuine effort in participating in the various course activities, the learner should be able to:

1. Demonstrate knowledge of leadership and interprofessional teamwork concepts.
2. Contribute informed reflective discussions on ten specific course topics with classmates from a variety of health-related disciplines.
3. Complete 24 hours of observation of leadership and interprofessional activities in different health-related disciplines.
4. Analyze and synthesize issues related to course topics in leadership skills and interprofessional teamwork identified during the observational experiences.
5. Submit a summative portfolio of important concepts and skills acquired throughout the degree program (foundational knowledge of health promotion and disease prevention concepts, professional communication skills necessary in health care settings, knowledge of health disparities, knowledge and skills needed for personal health and well-being, leadership and interprofessional teamwork concepts in health-related settings.

**Textbooks**

If you have not already done so, you should order your textbooks immediately. Web students may order their textbooks at 1-800-426-7674 from the NAU Bookstore. You may also order your texts through almost any online or storefront site.

Klauss, P. (2007). The Hard Truth About Soft Skills: Workplace Lessons Smart People Wish They’d  
 Learned Sooner. Harper Collins. ISBN-13: 978-06-128414-4

Weiss, D., Tillin, F., & Morgan, M. (2013). The Interprofessional Health Care Team: Leadership and  
 Development. Jones and Bartlett Learning. ISB-13: 9781449673369

**Course Structure/Approach**

This course is taught entirely online. All learning activities, interaction activities, and assessment will happen inside Blackboard. To contact your instructor, teaching assistants, and other students, you will utilize the Mail Messages feature inside BbLearn.

**Course Evaluation**

Your grade will be determined by the accumulation of points received for completion of course requirements.

**Possible Points**

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| 1.  Five (5) Quizzes (40 points each) | 200 |
| 2.  Ten (10) Discussion Postings (5 points each) | 50 |
| 3.  Observation of Leadership and Teamwork and Report | 75 |
| 4. Summative Reflective Portfolio | 75 |
| **Total Possible Points** | **400** |

**Grading Scale**

* 360-400 pts. = A
* 320-359 pts. = B
* 280-319 pts. = C
* 240-279 pts. = D
* < 240 = F

**Course Requirements (See the "Calendar" function for due dates for all assignments!)**

**1. Five (5) Quizzes (40 points each) = 200**The questions on the quizzes will be primarily objective, multiple-choice, or true/false questions. They will cover material from the assigned readings as well as additional information presented and discussed in class lessons. Quiz times posted are Arizona (MST) times. Note that Arizona does ***not*** convert to Daylight Savings Time. You may take each quiz a maximum of two times. You will have 45 minutes for each attempt. You will receive the average of the grades scored during your attempts. Since you have ample time to access each quiz, there are NO MAKE-UP QUIZZES. If you forget to access a quiz, or if you wait until the last minute and are then unable to access the quiz for some reason, you should be prepared to accept the responsibility for the resulting missed points. ONE Cumulative Replacement Quiz will be offered near the end of the course. This quiz will be comprehensive over all material covered in the course. It will be worth 40 points and may be used to replace one missed quiz or one low quiz score. See the Course Calendar for opening and closing dates and times of quizzes.  
  
**2. Ten (10) Discussion Board Postings (5 points each) = 50**You will have an opportunity to participate in Discussion Board postings throughout the course. There will be a minimum of 12 opportunities to participate in a Discussion Board posting throughout the course. You need to receive full credit for at least 10 in order to receive all points for this assignment. If you participate in any additional Discussion Board topics, you may earn an extra 5 points for each of the postings (a maximum of 10 additional points). You may receive a maximum of 3 points for your initial response posting to the topic. In order to be eligible to receive full credit, responses must be thoughtful and demonstrate knowledge and reflection regarding the topic, as well as utilize proper grammar and spelling. You may receive 1 point for each of your first two responses to a fellow classmate's posting. You may post additional responses to the postings of your classmates, but you will not receive additional points. Thus the maximum number of points for any single Discussion Topic is 5 points. **IMPORTANT:** *If you do NOT post an initial response by the deadline, you will not receive* ***ANY*** *points for a secondary response!*Discussion Topics for **each** week will be posted by Monday at noon. All times posted are Arizona (MST) times. Note that Arizona does ***not*** convert to Daylight Savings Time. **You must post an answer to BOTH discussion topics no later than Wednesday at midnight, or you will not receive ANY credit for the discussion topics that week.** From Thursday until Sunday midnight, you have the opportunity to comment on postings by fellow classmates. **In order to receive full credit for a particular discussion, you must, at a minimum, post an initial response to the Discussion Topic by Wednesday at midnight and comment on at least two postings by a fellow classmate by Sunday at midnight.**

**Please note:** The purpose of the Discussion Board topics is to encourage reflective thought, class discussion, and student interaction on the topics presented.  It is not possible to achieve these outcomes if all postings for a particular discussion are done at one time.  For the possibility of full credit on discussion postings, you must demonstrate that you have posted to the Discussion Board on at least **TWO** separate days during the week. **You will not receive full credit if all of your postings for a single Discussion Topic are on the same day.** Each Monday by noon, a discussion topic will be posted to the Discussion Board. The discussion and comments on that topic of discussion will end at midnight the following Sunday. The topic will officially close at that time, and no further postings will be accepted on that topic of discussion (for point credit). The instructor and/or teaching assistants will monitor the discussion during the week but may or may not comment. Lively discussions are expected and encouraged. Personal attacks and insults will not be tolerated. If such behavior occurs, the offending individual will be given **one** warning. Any recurrence of the behavior will result in the offending individual being removed from the Discussion Board group and receiving a ZERO for all future Discussion assignments. REMINDER: All postings to the Discussion Board will be accessed by all members of the class and the instructor, so post messages accordingly.

**3.  Observation of Leadership and Interprofessional Teamwork and Report (75 points)**

For this assignment, you will make arrangements to observe and interact with four different health professionals who have leadership responsibilities. These observations and interactions will occur both within your own discipline as well as outside your discipline. A minimum of 24 hours of observation is required, evenly divided among the four health professionals. A written report will be submitted at the end of the observational experience. See the guidelines for this assignment posted in a file on the “Course Resources” page. See the Course Calendar for the due date of this assignment. This assignment will be submitted via the Assignments link accessible through the Course Content link in the Menu Bar on the left-hand side of your screen.

**4.  Summative Reflective Portfolio (75 points)**In this assignment, you will prepare and present a summative reflective electronic portfolio answering targeted questions relevant to application of program concepts and skills in future practice as a health professional. These will include concepts and skills related to foundational knowledge of health promotion and disease prevention concepts, professional communication skills necessary in health care settings, knowledge of health disparities, knowledge and skills needed for personal health and well-being, leadership and interprofessional teamwork concepts in health-related settings. See the guidelines for this assignment posted in a file on the “Course Resources” page. See the Course Calendar for the due date of this assignment.

**EXTRA CREDIT:** Since there are ample opportunities to accumulate the necessary points in a wide variety of ways, **NO** extra credit opportunities will be given.

**TIPS FOR CLASS SUCCESS**

1. Purchase the textbook, and read the text ahead of time. Come to that week's lessons with your reading already done. Unless specifically instructed otherwise, chapters will be covered in the same order as presented in the textbook.

2. Come to class with a positive attitude. This class, like life, will be what **you** make of it. It's not my class--it's **our** class. What you get out of it is largely up to you.

3. Prepare ahead of time! Study, research, write, and review ahead of time. Leave yourself time to be successful.

4. Take good care of yourself. Rest, good nutrition, exercise, and stress reduction are not only keys to a healthy lifestyle but to good academic performance as well.

5. If you have any questions about this class or personal concerns that I can assist you with, please let me know. I am concerned about you as a student and as a person.

**A Word from Your Instructor:**

The focus of this class is active, experiential learning. Much of the value that you attain from this course will depend upon what you are willing to put into the course: academically, emotionally, and socially. While there are always risks in such an investment of yourself, there are also significant benefits. I hope you will approach this course with an open mind and a willingness to learn in a new way. I think you will be richly rewarded, both personally and academically.

**Course Policies and Expectations**

* **You are expected to attend class via the internet multiple times each week.** Many of the class activities are interactive. It is impossible to make up these experiences after discussions have been completed. Simply reading the book does not equal being an active class participant!
* It is **expected** that each student will be an integral part of the learning that occurs in this class. Each of you has unique qualities, skills, abilities, interests, and experiences that will lend value to the class. **What you put into this class will be the most important determinant of what you get out of the class.**
* Students are responsible for all information assigned or presented in class materials.

**Missed or late written assignments:**  
Students should be prepared to submit written assignments on or before the due dates.  Late assignments will be accepted with a penalty deduction of 5 points per day, regardless of the total point value of the assignment.  
 **Late discussion posts and quizzes:  
You will not receive any credit for late discussion posts or quizzes.  
   
Remember to allow yourself adequate time to deal with potential technical barriers to submitting your assignments.** Technical barriers include such things as the NAU server being down, bad weather affecting transmission over telephone lines, or unanticipated problems with your computer.  To allow time to deal with such problems, you should submit assignments one or two days before the due dates.  The Student Technology Center (Academic Help Desk) staff are available to help you, but you should not assume that they will always be online.  
**Additional responsibilities of the student:**  
It is the student's responsibility to ask questions IMMEDIATELY if she/he is unsure of requirements for the assignments or if she/he has technical problems with access to course information. Contact the instructor with questions regarding interpreting or posting assignments **well in advance** of assigned due dates.  While I will check my Mail regularly, I will **not** be on-line **every** day, so please plan ahead.  In general, I will check my e-mail for this class on Monday, Wednesday, and Friday between 8 a.m. and 5 p.m.  
  
If you are unfamiliar with using a computer, you are strongly advised **not** to take a web-based class. Just as this class requires basic college-level reading and writing skills, you must also have basic proficiency in computer use and the ability to follow detailed instructions and navigate within a web-based format.

**Expectations regarding professional class behavior:**  
Students should act in a professional and courteous manner when offering opinions or responding to others' ideas, even if those ideas vary substantially from their own beliefs. Students may have differing opinions or perspectives on concepts presented in class, and all students should feel that the expression of their ideas will be respected.  I count on each of you to contribute to a safe and considerate learning environment for all.  
 **Individual work:**  
All assignments for this class (all quizzes, written assignments, and discussion posts) must be your own work and  completed independently. You may discuss information and concepts with other individuals or students, but **the actual writing of assignments for a grade must be your own independent work.** If academic dishonesty is confirmed, the student will receive a grade of 0% (zero points) on the assignment, and further action will be taken by the Department.

**Collaborative work:**  
Students are highly encouraged to work together and assist each other by asking questions in class discussions and by exploring resources and problem-solving strategies in the process of investigating health information.  For example, sharing websites or other resources that you found helpful is beneficial to the entire class.

**Academic dishonesty:**   
Academic dishonesty is a form of misconduct that is subject to disciplinary action under the *Student Code of Conduct* and includes the following: cheating, fabrication, fraud, facilitating academic dishonesty and plagiarism.

1. **Plagiarism:** any attempt to pass off other's work as your own
2. **Cheating:** any attempt to gain an unfair, hidden advantage over one's fellow students
3. **Fabrication:** any attempt to present information that is not true
4. **Fraud:** any attempt to deceive an instructor or administrative officer of the university
5. **Facilitating Academic Dishonesty:** any attempt to assist an act of Academic Dishonesty by another individual

Students engaging in activity meeting the definition of academic dishonesty are subject to one of the penalties listed below.  **As the faculty member, I reserve the right to assign the penalty based upon my analysis of the severity of the offense.**

1. Assign the student extra course work.
2. Require the assignment or examination to be repeated.
3. Reduce the grade on the assignment or examination.
4. Award zero grade on the assignment or examination.
5. Require the student to drop the course.
6. Award a failing grade in the course.

**As a reference point, ANY act of academic dishonesty in this course will result in a MINIMUM penalty of a zero grade on the assignment or examination.**

The complete **Academic Dishonesty** policy may be found in the link to the ***NAU* *Student Handbook***, accessible from at the following URL:  
<http://www4.nau.edu/stulife/handbookdishonesty.htm>

Policy for incompletes or dropping this course:  
  
Students sometimes find that they have over-committed themselves or that family and other obligations prevent their successful completion of courses.  I want you to be successful and learn the skills you will need in your career, so review the following procedures in the event that you may need them later in the semester.  Please evaluate your individual situation and take the action most appropriate for you.

XXX= Last day to drop a class without its appearing on the student's transcript.  
  
XXX= Last day to withdraw from a class with a “W” without a formal petition and fee.  
  
In rare circumstances, I will consider a student's request for an incomplete.  Each case will be evaluated individually based on the circumstances and/or the amount and nature of the work remaining.  If an incomplete is appropriate and is awarded, a faculty member is required to write a formal contract with the student for the incomplete.  These are statements of what remains to be done to complete the course and by what deadline.  When the student finishes the course work, the instructor will then change the incomplete to the appropriate grade.  The student must complete all of the work within the time frame determined, or the incomplete will automatically convert to an F.

The student may also request to drop the course past the deadline.  To request dropping a course past the deadline, the student needs to complete a petition form from the Office of the Registrar.  This is accessible from a Forms link on the Registrar's homepage: [http://www4.nau.edu/registrar/downloadfile.asp?file=forms/petiti~9.doc](http://www4.nau.edu/registrar/downloadfile.asp?file=forms/petiti%7E9.doc)   Please note: The instructor is under no obligation to sign a request to drop the course past the deadline.  If the instructor judges the request to be appropriate, the instructor will sign the petition to drop the course after the deadline, and the student may withdraw from the course.  The student would then take the course again in a more suitable semester. A failing grade is NOT a sufficient reason to request a petition to drop the class.  Refer to the Registrar's guidelines for acceptable criteria for dropping a class past the deadline: <http://www4.nau.edu/registrar/forms/Petguide.pdf>   The student should contact the Registrar's Office (<http://www4.nau.edu/registrar/>) for more information about this process.  It is the student's responsibility to ensure that all necessary forms are completed and submitted to the appropriate offices.  
  
If the student is not granted an incomplete or an approval to drop the course past the deadline, then fortunately, NAU is still very generous: The student may retake the course and request a "grade replacement" (if the cumulative grade is D or F).  While the original grade would remain on the student's transcript, the failing grade will not be calculated in the student's grade point average (GPA).  Rather, the new grade will be used in calculating the student's grade point average (GPA).

**University Policies:**

Students are expected to follow **University Policies** related to Safe Working and Learning Environment, Students with Disabilities, Institutional Review Board process, Academic Integrity, Academic Contact Hours, and Sensitive Materials. These policies are accessible at: [http://www4.nau.edu/academicadmin/UCCPolicy/plcystmt.html](http://www2.nau.edu/academicadmin/UCCPolicy/plcystmt.html))

\*Please note that the University contact hour policy was intended for residential course work.  It is difficult to "translate" this policy to a web-based format, since the amount of time that you spend on assignments is determined by your level of proficiency with the computer and your need to address any technical difficulties that may arise.  According to Arizona Board of Regents requirements, **you should expect to spend, on average, a MINIMUM of 9 HOURS PER WEEK in reading, online research, homework, and preparation for and submission of assignments.**   
  
Students are often surprised that web-based courses require so much of their time.  I realize that you may have other very important commitments, such as full-time employment and family.  I strongly encourage you to review your personal time commitments and expectations--both at the beginning of the semester and throughout the course--in order to determine whether you are scheduling your time realistically.  Please contact me immediately if you need guidance in this matter.  I will be happy to try to assist you.

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| **\* \* \* \* \* \* \* \* \* \* \* \* \* \* CONFIRMATION OF CLASS MEMBERSHIP\* \* \* \* \* \* \* \* \* \* \* \* \* \***  In order to confirm your membership in this class, you must send an e-mail class confirmation to the instructor **within Blackboard during the first 5 days of the semester**. The subject line of the e-mail should read: Course Confirmation. The body of the e-mail must contain the following text:  I have read and understand the syllabus for this class, and I agree to abide by its content for this class.   According to Arizona Board of Regents guidelines, **I am expected to spend, on average, a MINIMUM of 9 HOURS PER WEEK in reading, online research, homework, and preparation for and submission of assignments.**  Type your name at the bottom of the e-mail.  **Until this class confirmation is received, a student will not receive credit for any assignments for the class.** |