

Basic Course Information

Semester:	Fall 2020	Instructor Name:	Toni Pfister, MS, EdD
Course Title & #:	Health Education: HE102	Email:	toni.pfister@imperial.edu
CRN #:	10720, 10721, 10722		
Classroom:	Online Only	Office #:	Virtual Office inside Canvas
Class Dates:	Aug 17(24) -Dec 12, 2020	Office Hours:	<i>You can post questions in Canvas to me 24 hours a day. Once you are in our Canvas course, please post course-clarifying questions in the Virtual Office (tab is on the left) and private questions in the Canvas Inbox area (tab is on the left). I am active in the class Mondays-Wednesdays. Please give me 24-48 hours to respond Mondays-Wednesdays, not including weekends and holidays.</i>
Class Days:	Any and every day	Office Phone #:	Students can leave private messages in the Canvas Inbox (tab is on left side inside Canvas)
Class Times:	The class is generally available 24 hours/day.	Emergency Contact:	760.355.6325 emergencies only
Units:	3.0		



Course Description

This course studies aspects of physical, intellectual, social, emotional, spiritual and environmental health. Emphasis is placed on the development of attitudes and practices of a preventive lifestyle for healthy living and optimal wellness. Specific instructional areas include chronic diseases, physical activity, nutrition, weight management, birth control methods, human sexuality, alcohol, tobacco, illicit drug abuse, stress, and factors that contribute to wellness and longevity. Experience in personal health assessment and the changing of health behaviors is also stressed. This course satisfies the State of California Health Education requirement for a teaching credential. (CSU, UC)

Course Prerequisite(s) and/or Corequisite(s)

Student Learning Outcomes

Upon course completion, the successful student will have acquired new skills, knowledge, and or attitudes as demonstrated by being able to: Identify correct cardiovascular principles and design a cardiovascular program. (ILO2). Engage in a personal cardiovascular program. (ILO3) Identify basic health terms. (ILO2)

Course Objectives

Upon satisfactory completion of the course, students will be able to: 1. Develop general knowledge of mental illness and personality development. 2. Describe the importance of nutrition, and the benefits of a fitness program. 3. Recognize the harmful effects of alcohol, drugs and tobacco. 4. Demonstrate knowledge about cardiovascular disease. 5. Demonstrate knowledge about cancer and other major diseases. 6. Recognize symptoms and treatments of a variety of infectious diseases. 7. Demonstrate an understanding about human sexuality including intimate relationships

Textbooks & Other Resources or Links

1. Textbook is available at the IVC Bookstore under my name, Toni Pfister, Health Education 102. It is available from outside sources with its original name: “Core Concepts in Health”, BRIEF 16th edition by Insel and Roth. Special IVC Edition ISBN: 978-1307614985. The course is only aligned with this BRIEF 16th edition of the textbook. 2. Computer Access and Laptop or Desktop Computer are mandatory. A backup plan is highly recommended for a second internet-connect computer.

Course Requirements and Instructional Methods

Instructional Methods may include, but are not limited to, the following: lectures, website reviews, textbook and internet readings, large and small group discussions, audiovisual aids, and demonstrations.

Course Requirements and Student Responsibilities include the following with others included inside the course:

1. You are expected to complete all activities in each module unless something is “optional”. Participate in class discussions only after you have completed the assigned readings for that unit.
2. “Challenges” may be multiple guess, fill-in the blank, matching, and/or short answer, and based on any reading or activity inside the module. If you run into technical issues when taking the challenge, fix them first and then take the second opportunity. Just in case you run into tech issues, you are allotted two entrances into each Challenge. Each Challenge is timed and will automatically close and save your answers at the end of the allotted time. Challenges are not accepted late.
3. *All written (paper-like) assignments (Behavior Change papers) must be submitted as a Word attachment (.doc, .docx) through Canvas Assignment area and typed in 12 point black font, properly titled and dated, and double-spaced or points will be lost. Only the Behavior Change papers are accepted up to one week late but will have a ten percent deduction for each day late – not accepted more than one week past the original due date. Challenges, Discussions, Surveys, Assessments, Bonus Activities are NEVER accepted late. Submit all activities through Canvas; assignments and class activities are not accepted by email nor the Inbox and any submitted that way will not be*

accepted. Assignments are expected to be well written, organized, edited, and submitted as an attachment in Canvas Assignments.

4. If you are having trouble with the course and/or personal problems, communicate with the instructor as soon as possible so as to get the help needed. Use the Discussion Forum “Virtual Office” for general course questions. Use “Canvas Inbox” inside our course for private communication. The [Canvas Student Guides Site](#) provides a variety of support available to students 24 hours per day. Additionally, a 24/7 Canvas Support Hotline is available for students to use: 877-893-9853.
5. This class should be a safe zone; controversial topics may be discussed. Be supportive of your fellow students. Students have the right to experience a positive learning environment; students who disrupt that environment can be asked to leave class. Please refer to catalog for more information. Netiquette is mandatory: refer to “Online Policies” and the catalogue for more information: Swearing, put downs, and discriminatory and derogatory statements will not be tolerated. If someone writes or says anything to you that makes you feel uncomfortable or that you feel is inappropriate contact your professor immediately; these may come in the form of discussions, emails, private messages, etc. Avatars, symbols, and pictures must be rated G; in other words, no sexual, aggressive, or R rated avatars will be allowed. Disciplinary actions will be taken. No one may advertise or sell a product through our class – disciplinary actions will be taken if students or the teacher is contacted for commercial purposes. Bilingualism is a wonderful gift but this class is to be conducted in English and everything inside the class is to be written in English. Thank you for your assistance with these issues.
6. Complete everything at least 48 hours in advance of due dates to give yourself extra time for unexpected technology and Internet issues. If you wait until the due date and experience tech issues, there will be no extensions. There are no excuses for late submissions – you have access to this class pretty much 24 hours/day.

Course Grading Based on Course Objectives

EVALUATIONS: Student evaluations will be based on performance in a variety of activities and assignments. Participation as demonstrated by high quality and timely Main Forum Discussions and satisfactory progress should be maintained by the student to remain enrolled in the class. **There are 450 points possible.**

Challenges are multiple choice questions from the syllabus, book and reading activities. If all 15 Challenges are taken, the two lowest Challenge scores will be dropped. There are NO makeups or do-overs. There will be 15 available but your lowest two scores (if you take all 15) will be dropped; in other words, you will receive points for 13 Challenges. So, strive to complete all Challenges but do NOT stress if you miss one.

130 points _____

Discussions: there will be 12 Discussion Forums, each requires one Main Forum (10 pts) and one Peer Reply (5 pts) Discussion. So, strive to complete ALL discussions, but do NOT stress if you miss one as there will be one extra credit “pop-up” discussion at some point this semester and you will have 7 days to complete it.

180 points _____

Other Activities:

Behavior Change Part I

40 points _____

Behavior Change Part II	30 points _____
Behavior Change Final Wrap-Up with Log	40 points _____
Mid- and End-of-the-Semester Survey's	10 points _____
Self-Assessment Opportunities	20 points _____

Your total report points: _____

There will be Padlet and Discussion Pop-Ups for bonus points. One Pop-Up Discussion will be worth 15 extra credit points if completed on time and to the grading expectations. Pay attention to weekly announcements to take advantage of these opportunities.

Add up your total points, divide 450 by your total points & see below for your grade.

FINAL GRADE: A= 100-90%, B= 89-80%, C= 79-70%, D= 69-60%, F= 59%-BELOW. Final grades can be raised or lowered based on your preparation and participation in class. It benefits you to be engaged and participative.

All written (paper-like) assignments must be submitted as an “attachment” (.docx, .doc) through Canvas and typed in 12 point black font and double-spaced or points will be lost. Discussions and Challenges are NOT accepted late. Emailed and private-messaged assignments are not accepted nor considered submitted. *Rubrics are in Canvas/Assignments. Only the Behavior Change papers are accepted up to one week late but will have a ten percent deduction for each day late – not accepted more than one week past the original due date. The Challenges, Discussions, Surveys, Assessments, and Bonus Activities are NEVER accepted late. Please plan ahead and submit everything at last 24-48 hours before the due date.

Attendance

1. A student who fails to attend the first meeting of a class or does not complete the first mandatory activities in this online class will be dropped by the instructor as of the first official meeting of that class. Should readmission be desired, the student’s status will be the same as that of any other student who desires to add a class. It is the student’s responsibility to drop or officially withdraw from the class. See [General Catalog](#) for details.
2. Regular attendance in all classes is expected of all students. For online courses, students who fail to complete required activities for two consecutive weeks may be considered to have excessive absences and may be dropped. Students missing more than two weeks of absences at any point (consecutive or not) during a semester may be dropped for lack of attendance.
3. Absences attributed to the representation of the college at officially approved events (conferences, contests, and field trips) will be counted as ‘excused’ absences. It is the student’s responsibility to ensure proper documentation is provided to the instructor.
4. Although it is the student’s responsibility to drop their enrollment in the course, any student not attending - not completing the mandatory Introduction Discussion and “Syllabus Quiz” - may be dropped. These are TWO mandatory activities the student needs to do in order to demonstrate they are attending the class and have the ability to use the online learning forum. **These two mandatory assignments are due Thursday, August 27, by 11:59 pm: 1) the Introduction Discussion AND 2) “Syllabus Quiz”.** In order to demonstrate attendance, these two items must be submitted by 11:59 pm on Thursday, August 27, or the student will be dropped.

5. Also, any student who misses two consecutive or more than two Main Forum Discussion postings **MAY BE DROPPED** by the instructor for low attendance. For a Main Forum Discussion to count toward attendance it must be posted on time, address the questions posed, include 12 well written sentences composed originally by the student, and a supportive and referenced quote from the corresponding chapter in our textbook. In other words, the student must receive points for it. For main discussion postings to count toward participation and attendance they must follow the guidelines list here and in #6 below. **It is the student's responsibility to log into this class every day Monday through Friday to check the Virtual Office, Inbox, Announcements, and the Gradebook. If a student is asked to re-submit a paper or address an assignment issue, the student will have 3 weekdays in which to do so or will forfeit that opportunity.**
6. To post a "Main Discussion": 1) go into the Discussion area and click on the title of the desired Discussion forum (Example "Mandatory Discussion 1: My Introduction Discussion) and read the prompt; 2) choose "Reply"; 3) address the questions I have posed in the Discussion Forum; and 4) reread your work, edit and spellcheck; and 5) click "Post Reply". I strongly suggest that you make it a habit to go back and double check that it was submitted without problem. Prior to posting your weekly discussions, complete the week's readings and activities found under "Module". I reward discussion points based on your application of material from the book and assigned website readings/activities, and the following guidelines. Each "Main Forum Discussion" must be a minimum of at least twelve (12) complete sentences long and must include a "supporting reference" from the mandatory textbook. For the purposes of this class, a "supporting reference" will be a quoted sentence from that module's chapter(s) in our mandatory textbook that lends credibility to your discussion: it will be a quote with the name of the referenced textbook and a page number. [Example: "The process of achieving wellness is continuing and dynamic." Core Concepts in Health", Brief 16th ed, Page 1]. If you do not have the correct edition of the class textbook then you can leave two high quality peer posts in that discussion forum and the second one will count for the quote points. You may NOT use Wikipedia at any time for this course. Unsubstantial and empty sentences such as "Dick saw Jane." "Good job, Jose" and "Hello!" are fine but do NOT count toward the twelve sentences. Quotes and copying material from other sources does not count toward the twelve sentences either. Do not plagiarize; if a statement comes from a resource then put it in quotes and state the reference. To increase the credibility of the responses and reduce confusion at what is a true fact and what is myth, the main forum discussions need to relate to information in the corresponding chapter of our textbook (no "old wives tales" or "urban legends") – include the page number and name of text book with year of publishing - to what you are referring. Your original main forum discussion posting in each forum will graded as such. ***A main discussion that is short or missing a properly referenced quote from the current chapter of the textbook (or second peer post) will not earn full points. A high quality main discussion = 10 points. In other words, a main discussion that is posted late, does not adequately or completely address the questions posed by your instructor, is too short, or doesn't include a supportive quote with page reference from the module's corresponding chapter in our textbook will not receive full points. Main and peer discussion postings are NEVER accepted late.*** If you miss a discussion, please do not stress. I have included one extra credit opportunity to make up the points. Please plan ahead so you can spend adequate time and effort in the Discussion Boards as they are an important part of our online community. Thanks!
 - a. You will need to post your Main Forum Discussion before you can read what other students have posted. A "Peer Reply Discussion" is where you choose "Reply" and reply directly to another student's Main Forum Discussion. To post a Peer Reply Discussion, follow the basic

instructions above but choose the “reply” button at the bottom of the chosen peer’s main discussion. Peer Reply Discussions to classmates need to be at least six (6) sentences long and posted on time. Peer Reply Discussions = 5 points. There are no partial points. Your personal opinions and experiences can be written in Peer Reply Discussions only; they are appropriate to include in your responses to your peers’ comments. To receive points, you are expected to write more than “I agree with you” or “Good response.” Peer postings are NEVER accepted late. I close each discussion forum on the evening when the discussions are due; check the Discussion Board area and Canvas Calendar to see when the discussions are due – there are not any surprises.

Classroom Etiquette & Netiquette

- Disruptive Students: Students who disrupt or interfere with a class may be sent out of the room and told to meet with the Campus Disciplinary Officer before returning to continue with coursework. Disciplinary procedures will be followed as outlined in the [General Catalog](#).
- What is netiquette? Netiquette is internet manners, online etiquette, and digital etiquette all rolled into one word. Basically, netiquette is a set of rules for behaving properly online.
- Students are to comply with the following rules of netiquette: (1) identify yourself, (2) include a subject line, (3) avoid sarcasm, (4) respect others’ opinions and privacy, (5) acknowledge and return messages promptly, (6) copy with caution, (7) do not spam or junk mail, (8) be concise, (9) use appropriate language, (10) use appropriate emoticons (emotional icons) to help convey meaning, (11) avoid including memes, and (12) use appropriate intensifiers to help convey meaning [do not use ALL CAPS or multiple exclamation marks (!!!!)].

Regular Effect Contact

- I am looking forward to working closely with you this semester, and you can expect me to play an active role in our course on Mondays through Wednesdays. I will post announcements every week, teach course material through online lecture content, join you in class, and strive to provide feedback on discussions and assignments within one week of due date. I will also answer course clarifying questions throughout the semester in the Virtual Office forum and private ones in the Canvas Inbox. I strive to address questions and concerns within 24-48 hours on Mondays - Wednesdays, not including weekends and holidays. Please let me know when you need help—that’s why I’m here! Whenever possible, I strive to complete activity grading within one week of the item’s due date. You will often find comments from me in both the comment box and rubric.

Diversity Statement and Professional Conduct

- I would like our class to be a supportive learning environment that values and builds on the richly diverse identities, perspectives, and experiences of our group. Please help me develop this environment by honoring the diverse identities of your classmates and letting your instructor know (via anonymous surveys or email, for example) if an assignment, comment, etc. makes you feel uncomfortable.

Both in the readings and in discussions, you will likely encounter cultures, ideas, and values that differ from

your own. These are valuable opportunities to learn more about different perspectives and where they intersect with yours. We all see the world from a point of view informed by our experiences and backgrounds, and what we read and discuss can open new windows through which to understand both our texts and world around us. You are encouraged to contribute your ideas about our readings freely, but please remember to demonstrate respect for the works of your classmates and instructor. We all have unconscious biases that stem from our experiences, and recognizing and discussing them can lead to unexpected insights.

Conversely, disrespectful or threatening responses tend to shut down conversation and insight, and so these kinds of comments are not helpful. To keep our interactions safe and productive, please know that anyone who repeatedly engages in disrespectful or otherwise inappropriate behavior will be locked out of the discussion for the week and/or face student misconduct charges. I do not expect this to be an issue, though. Please join me in creating a comfortable and productive learning environment for us all.

Academic Honesty

Academic honesty in the advancement of knowledge requires that all students and instructors respect the integrity of one another's work and recognize the important of acknowledging and safeguarding intellectual property.

There are many different forms of academic dishonesty. The following kinds of honesty violations and their definitions are not meant to be exhaustive. Rather, they are intended to serve as examples of unacceptable academic conduct.

- Plagiarism is taking and presenting as one's own the writings or ideas of others, without citing the source. You should understand the concept of plagiarism and keep it in mind when taking exams and preparing written materials. If you do not understand how to "cite a source" correctly, you must ask for help.
- Cheating is defined as fraud, deceit, or dishonesty in an academic assignment, or using or attempting to use materials, or assisting others in using materials that are prohibited or inappropriate in the context of the academic assignment in question.

Anyone caught cheating or plagiarizing will receive a zero (0) on the exam or assignment, and the instructor may report the incident to the Campus Disciplinary Officer, who may place related documentation in a file. Repeated acts of cheating may result in an F in the course and/or disciplinary action. Please refer to the [General Catalog](#) for more information on academic dishonesty or other misconduct. Acts of cheating include, but are not limited to, the following: (a) plagiarism; (b) copying or attempting to copy from others during an examination or on an assignment; (c) communicating test information with another person during an examination; (d) allowing others to do an assignment or portion of an assignment; (e) using a commercial term paper service.

Additional Student Services

Imperial Valley College offers various services in support of student success. The following are some of the services available for students. Please speak to your instructor about additional services which may be available.

- CANVAS LMS. Canvas is Imperial Valley College's main Learning Management System. To log onto Canvas, use this link: [Canvas Student Login](#). The [Canvas Student Guides Site](#) provides a variety of support available to students 24 hours per day. Additionally, a 24/7 Canvas Support Hotline is available for students to use: 877-893-9853.

- **Learning Services.** There are several learning labs on campus to assist students through the use of computers and tutors. Please consult your [Campus Map](#) for the [Math Lab](#); [Reading, Writing & Language Labs](#); and the [Study Skills Center](#).
- **Library Services.** There is more to our library than just books. You have access to tutors in the [Study Skills Center](#), study rooms for small groups, and online access to a wealth of resources.

Disabled Student Programs and Services (DSPS)

Any student with a documented disability who may need educational accommodations should notify the instructor or the [Disabled Student Programs and Services \(DSP&S\)](#) office as soon as possible. The DSP&S office is located in Building 2100, telephone 760-355-6313. Please contact them if you feel you need to be evaluated for educational accommodations. Please note that if accommodations have been approved, your teacher cannot award them without proper accommodation form from DSP&S so please forward form to her so she can award them for future activities or assignments.

Student Counseling and Health Services

Students have counseling and health services available, provided by the pre-paid Student Health Fee.

- **Student Health Center.** A Student Health Nurse is available on campus. In addition, Pioneers Memorial Healthcare District provide basic health services for students, such as first aid and care for minor illnesses. Contact the IVC [Student Health Center](#) at 760-355-6128 in Room 1536 for more information.
- **Mental Health Counseling Services.** Short-term individual, couples, family and group counseling services are available for currently enrolled students. Services are provided in a confidential, supportive, and culturally sensitive environment. Please contact the IVC Mental Health Counseling Services at 760-355-6310 or in the building 1536 for appointments or more information.

Veteran's Center

The mission of the [IVC Military and Veteran Success Center](#) is to provide a holistic approach to serving military/veteran students on three key areas: 1) Academics, 2) Health and Wellness, and 3) Camaraderie; to serve as a central hub that connects military/veteran students, as well as their families, to campus and community resources. Their goal is to ensure a seamless transition from military to civilian life. The Center is located in Building 600 (Office 624), telephone 760-355-6141.

Extended Opportunity Program and Services (EOPS)

The Extended Opportunity Program and Services (EOPS) offers services such as priority registration, personal/academic counseling, tutoring, book vouchers, and community referrals to qualifying low-income students. EOPS is composed of a group of professionals ready to assist you with the resolution of both academic and personal issues. Our staff is set up to understand the problems of our culturally diverse population and strives to meet student needs that are as diverse as our student population.

Also under the umbrella of EOPS our CARE (Cooperative Agency Resources for Education) Program for single parents is specifically designed to provide support services and assist with the resolution of issues that are particular to this population. Students that are single parents receiving TANF/Cash Aid

assistance may qualify for our CARE program, for additional information on CARE please contact Lourdes Mercado, 760-355- 6448, lourdes.mercado@imperial.edu.

EOPS provides additional support and services that may identify with one of the following experiences:

- Current and former foster youth students that were in the foster care system at any point in their lives
- Students experiencing homelessness
- Formerly incarcerated students

To apply for EOPS and for additional information on EOPS services, please contact Alexis Ayala, 760-355-5713, alexis.ayala@imperial.edu.

Student Equity Program

- The Student Equity Program strives to improve Imperial Valley College’s success outcomes, particularly for students who have been historically underrepresented and underserved. The college identifies strategies to monitor and address equity issues, making efforts to mitigate any disproportionate impact on student success and achievement. Our institutional data provides insight surrounding student populations who historically, are not fully represented. Student Equity addresses disparities and/or disproportionate impact in student success across disaggregated student equity groups including gender, ethnicity, disability status, financial need, Veterans, foster youth, homelessness, and formerly incarcerated students. The Student Equity Program provides direct supportive services to empower students experiencing insecurities related to food, housing, transportation, textbooks, and shower access. We recognize that students who struggle meeting their basic needs are also at an academic and economic disadvantage, creating barriers to academic success and wellness. We strive to remove barriers that affect IVC students’ access to education, degree and certificate completion, successful completion of developmental math and English courses, and the ability to transfer to a university. Contact: 760.355.5736 or 760.355.5733 Building 100.
- The Student Equity Program also houses IVC’s Homeless Liaison, who provides direct services, campus, and community referrals to students experiencing homelessness as defined by the McKinney-Vento Act. Contact: 760.355.5736 Building 100.

Student Rights and Responsibilities

Students have the right to experience a positive learning environment and to due process of law. For more information regarding student rights and responsibilities, please refer to the IVC [General Catalog](#).

Information Literacy

Imperial Valley College is dedicated to helping students skillfully discover, evaluate, and use information from all sources. The IVC [Library Department](#) provides numerous [Information Literacy Tutorials](#) to assist students in this endeavor.

Anticipated Class Schedule/Calendar

*****Tentative, subject to change without prior notice*****

**Students are responsible for reading chapters prior to each class meeting.

**Schedule subject to alterations at the discretion of the instructor.

WEEKS 1-16	MODULES <i>Canvas Activities (including Discussions, Challenges, & Papers) are generally due on Mondays, except where otherwise noted.**</i>	CHAPTER(S) included in this module:
WEEK 1	Module 1: Welcome! Please use this Module to become familiar with our course, your textbook and upcoming assignments, and for completing your mandatory assignments. In other words: Prepare for Success!!	Acquire Textbook Peruse Canvas Course Read Syllabus Begin Chapter 1
WEEK 2	Submit 1) mandatory Syllabus Challenge and 2) Mandatory Module 1 Introduction Discussion by **Thursday, August 27, at 11:59 pm	
WEEK 3	Module 2 due Monday, August 31 This Module, like most others, contains at least two activities you need to submit for points: Challenge and Discussions	Chap 1 Taking Charge of Health
WEEK 4 **Monday is a holiday. **Items due Tuesday	Module 3 Challenge and Behavior Change Part I due Tuesday, Sept. 8 (NO Discussion)	Chap 2 Stress
WEEK 5	Module 4 due Monday, Sept. 14 Challenge and Discussions	Chapters 3 and 4 Psychological Health & Sleep
WEEK 6	Module 5 due Monday, Sept. 21 Challenge, Discussions & Self-Assessment #1	Chapters 5 & 6 Relationships & Sexuality
WEEK 7	Module 6 due Monday, Sept 28 Challenge and Discussions	Chap 7 Contraception
WEEK 8	Module 7 due Monday, Oct. 5 Challenge and Discussions	Chap 14 Immunity and Infection
WEEK 9	Module 8 due Monday, Oct. 12 Challenge, Discussions, and Mid-Semester Survey	Chap 10 Nutrition Part A

WEEK 10		Module 9 due Monday, Oct. 19 Challenge & Behavior Change Part II (NO Discussion)	Chap 10 Nutrition Part B
WEEK 11		Module 10 due Monday, Oct. 26 Challenge and Discussions	Chap 11 Exercise
WEEK 12		Module 11 due Monday, Nov. 2 Challenge, Discussions & Self-Assessment #2	Chapter 12 Weight Management
WEEK 13 Wed, Nov 11 is Veteran's Day		Module 12 due Monday, Nov. 9 Challenge and Discussions	Chap 8 and 9 Drugs, Alcohol & Tobacco
WEEK 14		Module 13 Challenge and Discussions due Monday, Nov. 16	Chap 17 Personal Safety
WEEK 15		*Module 14 Challenge and *Behavior Change Final Wrap-Up with Logs due Monday, Nov. 30 (NO Discussion)	Chap 13 Cardiovascular Disease & Cancer
THE END **Final activities due: Mon., Dec. 7		Module 15 due Monday, Dec. 7 Challenge, Discussions, End-of-Semester Survey	Chapters 15 & 18 Environmental Health & Aging

OTHER IMPORTANT DATES:

August 29 Deadline to register for full-term classes.

August 30 Last day to drop to receive a refund for full-term classes

August 30 Last day to drop full-term classes and not receive a “W” (no refund)

November 7 Deadline to drop full-term classes with a “W”