

**PART I – Course Information**

**Course Type**

Existing/Restructured

New Course Proposed Fall 2013

If new, have you submitted a Form B to the SHSU Curriculum Committee?  Yes  No

**Course Prefix & Number:** HLTH 2383

**Texas Common Course Number** ([TCCN Matrix](#)):

**Course Title:** Multi-cultural Health Issues

**Course Catalog Description** (Copy and paste from [online catalog](#) for existing courses):

This course addresses health issues and problems that various ethnic groups face in the United States. Cultural differences in health behaviors, health care access, and promotion and prevention programs are emphasized. Credit 3.

**Course Prerequisites:** none

**Available Online?**

Yes, currently developed in online delivery mode

Anticipated development in online delivery mode (Semester, Year: )

No

**Number of Sections to be Offered per Academic Year:** 4

**Estimated Enrollment per Section:** 40-50

**Course Level** (freshman, sophomore): soph

**Designated Contact Person** (for follow-up communication purposes): Bill Hyman

**E-Mail Address:** bhyman@shsu.edu

**Phone:** x1212

**Approvals**

Department Chair:

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

Academic Dean:

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

**PART II – THECB Foundational Component Areas**

See [Appendix](#) for full description of each component area.

**Select Component Area: VIII. Social and Behavioral Sciences**

In one paragraph, describe how the proposed course will fulfill the core and skill objectives of the component area:

The behaviors and interactions among individuals and groups have a profound impact on health and well-being. Behavioral health is the investigation of the choices, lifestyles, and behaviors leading to an understanding of what makes us human. HLTH 2383 will investigate the cultural differences in these health determinants and offer students an opportunity to apply empirical data as they study the impact of these behaviors and interactions on society and culture.

**PART III – Course Objectives & Student Learning Outcomes (SLO)**

Insert the applicable course objectives stated as student learning outcomes (e.g., Students completing the course will be able to...) that support the core component area objectives. Please reference the component rubric for additional information on core component area objectives.

**Objective/SLO 1:** Students will identify cultural differences in the dimensions of health which stem from cultural histories, beliefs, and traditions.

How will the objective be addressed (including strategies and techniques)?

Addressed: Lecture, discussion, and readings will explain the cultural differences and the health demographics of various cultural groups.

Describe how the objective will be assessed:

Assessment: Test questions will be included in each exam to assess the student's comprehension of cultural health differences and reasons for differing health outcomes among cultures. The factors that contribute to the obstacles to adequate health care for cultural groups will also be assessed through exam items.

**Objective/SLO 2:** Students will explain unique health issues – including mental health and stress, dietary habits, physical activity patterns, substance abuse trends, and patterns of sexual activity - for various cultural groups and will describe unique and common risk factors for each group.

How will the objective be addressed (including strategies and techniques)?

Addressed: Each of these issues is covered in depth through course readings and class lecture and discussion. In addition, each student will conduct individual research into a health condition that carries a cultural risk component.

Describe how the objective will be assessed: Assessment: Each student will submit a 3-5 page research paper over any disease or health condition that has a cultural risk component. The cultural risk component must be fully developed in the paper, and suggestions for health education or promotional efforts to reach a targeted cultural group must be presented.

**Objective/SLO 3:** The student will analyze the health effects of behaviors and environments that are more prevalent in specific cultural groups and will evaluate and synthesize this information in order to formulate possible avenues to reduce the health risks created by these behaviors and environments.

How will the objective be addressed (including strategies and techniques)?

Addressed: Students will be introduced to the Behavioral Risk Factor Surveillance System (BRFSS) and the Chronic Disease Indicators (CDI) from the Centers for Disease Control and Prevention. This data reflects differences in health status and disease risk between cultures. That information will then be used to analyze the results of several health assessments administered in the class (stress assessments, STI risk assessments, disease risk assessments for heart disease, stroke, cancer, diabetes, and osteoporosis). The synthesis of these two teaching tools will direct students to filter out specific culturally predisposed risks to which they or their friends or family may be exposed.

Describe how the objective will be assessed: Assessment: Each student will use the results of their self-assessments to develop a Health Behavior Change Strategy. The risk factors identified through this activity will be categorized as behavioral, environmental, or cultural. A strategy to reduce these risks for self and others as well as plans to communicate the risk reduction steps to others will be formulated.

**Objective/SLO 4:** The student will describe health disparities between cultural groups – including racial and ethnic groups, gender groups, and socio-economic groups – citing differences in morbidity and mortality, and postulate potential solutions intended to address these disparities.

How will the objective be addressed (including strategies and techniques)?

Addressed: Discussions of health disparities are prevalent in class lectures and readings. Additionally, the research project that all students will submit will require individuals to investigate health risk differences among cultures, and will include the identification of specific health disparities.

Describe how the objective will be assessed: Assessment: Test questions will be included in each exam to assess the possible posits for health disparities. Each student will submit a reflection paper addressing the importance of collective social responsibility in the creation of improved public health for all.

**Objective/SLO 5:** The student will develop an approach to health care delivery intended to close the gap in health status among minority and non-minority groups in America.

How will the objective be addressed (including strategies and techniques)?

Histories, obstacles, and lack of access to health care will be frequent topics in class lectures. Specific readings over the health care delivery system and current health care reform measures in the United States will be assigned. Case studies, if available, will also be used to illustrate the inequalities in health care delivery.

Describe how the objective will be assessed: The postulation of potential solutions to addressing health care delivery will be used to initiate whole class and small group discussion – thus, student participation in these class discussions will be used to assess the student's comprehension of health care delivery.

#### **PART IV – THECB Skill Objectives**

Address each of the THECB skill objectives required within the component area. Explain how the skill is addressed, including specific strategies to address the skill(s). *Address ALL skill objectives associated with the selected Component Area. (See Appendix)*

**1. Critical Thinking Skills:** to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information

How will the skill be addressed (including specific strategies, activities, and techniques)?

Addressed: Each student will submit a 3-5 page written research paper on a cultural health issue of personal interest. This paper will put into practice the critical thinking skills demonstrated in class through the study of morbidity and mortality data, risk factors and protective factors, as well as environmental, genetic and behavioral influences on the health status of a specific cultural group. Students will understand the inquiry process, the analysis and synthesis process, and how to draw logical conclusions from the data presented in class and discovered through their research.

**2. Communication Skills:** to include effective development, interpretation and expression of ideas through written, oral and visual communication

How will the skill be addressed (including specific strategies, activities, and techniques)?

Addressed: Highlights of the research paper covering a cultural health issue of choice will be developed into a power point presentation to be submitted to the instructor and communicated to classmates through small-group discussion.

**3. Empirical and Quantitative Skills:** to include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions

How will the skill be addressed (including specific strategies, activities, and techniques)?

Addressed: The student's ability to apply empirical and scientific methods will be addressed through the requirement of a research paper (SLO2) explaining a unique health issue and how that health issue impacts various cultural groups. Students will have to conduct research into the unique as well as the common risk factors for cultural groups. They will describe the methods, technologies, and data that are typically used by social and behavioral scientists for contemporary social issues.

**4. Teamwork:** to include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal

How will the skill be addressed (including specific strategies, activities, and techniques)?



**5. Personal Responsibility:** to include the ability to connect choices, actions and consequences to ethical decision-making

How will the skill be addressed (including specific strategies, activities, and techniques)?

**6. Social Responsibility:** to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities

How will the skill be addressed (including specific strategies, activities, and techniques)?

Addressed: Students will develop intercultural competence as they explore health issues that are highly prevalent among certain ethnic, gender, and socio-economic cultural groups. Cultural aspects of mental health, sexual health, drug use and abuse, dietary factors, and the prevalence of chronic and infectious diseases among different cultures will be presented. Students will understand their social and civic responsibility of advocating for equal access to health services and eliminating health disparities among groups. An awareness of the health impact of global issues including hunger, food and water borne diseases, and the spread of infectious diseases will also be established through reading assignments and class lecture and discussion. Class discussions on strategies for closing the gaps in health status among groups will be included.

<b>PART V – SHSU Core Curriculum Committee Requirements</b>
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**1. Using a 15-week class schedule, identify the topics to be covered during each week of the semester. Provide sufficient detail to allow readers to understand the scope and sequence of topics covered.**

Week 1	Introduction to Multi-cultural Health and Wellness: Health Concerns of the Twenty-First Century, Health and Diversity in the U.S., Demographic Profiles of Cultural Groups, CDCs Behavioral Risk Factor Surveillance System (BRFSS) and the Chronic Disease Indicators (CDI). Cultural Influences on Health Demographics: Key Disparity Measures; Cultural Competency; CDCs Health Literacy Training; Tutorial from United States Department of Health and Human Services Office of Minority Health - Race, Ethnicity, and Health Care; Gender-related Health Care Issues; RealAge Test.
Week 2	Factors Influencing Access to Health Care: Health Disparities; National Standards on Culturally and Linguistically Appropriate Services (CLAS); Historical Events Affecting Health Care. Cultural Theories of Illness and Healing: Theoretical Explanations of Ritual Healing Success; Traditional Medicines; Lay Theories of Illness Causation; Use of the Scientific Method in Medical Research.
Week 3	Hispanic American and Latino Health: The Family, Children, Traditional Sex Roles, The Elderly, Death and Grief.
Week 4	African American Health: The Family, Children, Traditional Sex Roles, The Elderly, Death and Grief.

**CORE CURRICULUM COMPONENT APPLICATION**  
**Sam Houston State University**

Revised October, 2012

Week 5	Native American Health: The Family, Children, Traditional Sex Roles, The Elderly, Death and Grief.
Week 6	Asian American Health: The Family, Children, Traditional Sex Roles, The Elderly, Death and Grief; Other Minority Populations - Iranian-Persian-South Asians-Indian Asians. EXAM 2
Week 7	Cultural Aspects of Stress and Mental Health: Behavioral Psychology of Cultures; Depression and Suicide; Mental Health and Help Seeking Patterns.
Week 8	Cultural Aspects of Nutrition and Obesity: Dietary Guidelines for Americans (2012); Racial and Ethnic Diets; Overweight/Obesity Trends Among Cultures; Unhealthy Eating Behaviors.
Week 9	Drug Use and Abuse Among Different Cultures: National Household Survey on Drug Abuse; Tobacco Patterns of Cultures; Alcoholism and Cultural Populations; Alcohol and Women; Drug Use and Pregnancy; Drug Treatment Problems Associated with Race; Prevention Recommendations.
Week 10	Chronic Disease Risk and Culture: Harvard Disease Risk Assessments; Cardiovascular Disease; Cancer; Diabetes; Lead Poisoning and Low-income Children; Sickle Syndrome. EXAM 3
Week 11	Cultural Influences on Infectious Disease Trends: Sexually Transmitted Diseases -Disparities; STDs and Women (including Fertility Control); Cultural Obstacles to HIV/AIDS Diagnosis and Treatment ; Tuberculosis; Intestinal Parasite Infections.
Week 12	Class reports.
Week 13	Class reports.
Week 14	Improving Health Status for All People - Eliminating Health Disparities: DHHS Plan to Reduce Racial and Ethnic Health Disparities: Goal I: Transform Health Care Goal II: Strengthen the Nation’s Health and Human Services Infrastructure and Workforce Goal III: Advance the Health, Safety, and Well-Being of the American People
Week 15	Plans for the Future - Health Care Policy: DHHS Plan to Reduce Racial and Ethnic Health Disparities: Goal IV: Advance Scientific Knowledge and Innovation Goal V: Increase Efficiency, Transparency, and Accountability of HHS Programs The Affordable Care Act; FINAL EXAM.

**2. Attachments (Syllabus Required)**

Syllabus Attached?     Yes     No

Other Attached?     Yes     No    If yes, specify:

**Appendix: THECB Component Area Descriptions and Skill Requirements**

**I. Communication** (Courses in this category focus on developing ideas and expressing them clearly, considering the effect of the message, fostering understanding, and building the skills needed to communicate persuasively. Courses involve the command of oral, aural, written, and visual literacy skills that enable people to exchange messages appropriate to the subject, occasion, and audience.)

**II. Mathematics** (Courses in this category focus on quantitative literacy in logic, patterns, and relationships. Courses involve the understanding of key mathematical concepts and the application of appropriate quantitative tools to everyday experience.)

**III. Life and Physical Sciences** (Courses in this category focus on describing, explaining, and predicting natural phenomena using the scientific method. Courses involve the understanding of interactions among natural phenomena and the implications of scientific principles on the physical world and on human experiences.)

**IV. Language, Philosophy, and Culture** (Courses in this category focus on how ideas, values, beliefs, and other aspects of culture express and affect human experience. Courses involve the exploration of ideas that foster aesthetic and intellectual creation in order to understand the human condition across cultures.)

**V. Creative Arts** (Courses in this category focus on the appreciation and analysis of creative artifacts and works of the human imagination. Courses involve the synthesis and interpretation of artistic expression and enable critical, creative, and innovative communication about works of art.)

**VI. American History** (Courses in this category focus on the consideration of past events and ideas relative to the United States, with the option of including Texas History for a portion of this component area. Courses involve the interaction among individuals, communities, states, the nation, and the world, considering how these interactions have contributed to the development of the United States and its global role.)

**VII. Government/ Political Science** (Courses in this category focus on consideration of the Constitution of the United States and the constitutions of the states, with special emphasis on that of Texas. Courses involve the analysis of governmental institutions, political behavior, civic engagement, and their political and philosophical foundations.)

**VIII. Social and Behavioral Sciences** (Courses in this category focus on the application of empirical and scientific methods that contribute to the understanding of what makes us human. Courses involve the exploration of behavior and interactions among individuals, groups, institutions, and events, examining their impact on the individual, society, and culture.)

**Required Skill Objectives**

Foundational Component Areas	Skill Objectives					
	Critical Thinking	Communication	Empirical & Quantitative	Team Work	Social Responsibility	Personal Responsibility
Communication	✓	✓		✓		✓
Mathematics	✓	✓	✓			
Life and Physical Sciences	✓	✓	✓	✓		
Language, Philosophy & Culture	✓	✓			✓	✓
Creative Arts	✓	✓		✓	✓	
American History	✓	✓			✓	✓
Government/Political Science	✓	✓			✓	✓
Social and Behavioral Sciences	✓	✓	✓		✓	



## **HLTH 2383 – Multicultural Health Issues**

Instructor: Health Education Faculty

Textbook: *Health In America: A multicultural perspective, Raymond Nakamura, 3<sup>rd</sup> edition,*  
ISBN: 978-0-7575-5029-4

### *Supplemental Readings:*

*Minority Populations and Health: An introduction to health disparities in the United States.* ISBN 0-7879-6413-1

*Culture in Health and Illness, 5<sup>th</sup> edition,* Cecil Helman,  
ISBN: 0340914505

### **Course goal**

In today's world of increasing cultural, socio-economic, and ethnic diversity in populations, it is critical that people of all backgrounds understand how culture shapes personal and collective behavior, human interaction, and quality of life issues and outcome – specifically as they relate to morbidity and mortality. The changing demographics provide unique challenges and opportunities for which modern society must prepare. Too many face a lack of understanding of how culture shapes health and a health care system that does not always respond to their needs resulting in a burden of poverty, sickness, and early death. This course will prepare students for an increasingly diverse clientele, and provide preparation for the development of effective intervention programs for all people. A thorough understanding of these issues will provide opportunity for all students to make significant contributions to society.

### **Course objectives**

At the completion of the course, the student will:

1. identify cultural differences in the dimensions of health which stem from cultural histories, beliefs, and traditions.
2. explain unique health issues – including mental health and stress, dietary habits, physical activity patterns, substance abuse trends, and patterns of sexual activity – for various cultural groups and will describe unique and common risk factors for each group.
3. analyze the health effects of behaviors and environments that are more prevalent in specific cultural groups and will evaluate and synthesize this information in order to formulate possible avenues to reduce the health risks created by these behaviors and environments.
4. describe health disparities between cultural groups – including racial and ethnic groups, gender groups, and socio-economic groups – citing differences in morbidity and mortality, and postulate potential solutions intended to address these disparities.
5. develop an approach to health care delivery intended to close the gap in health status among minority and non-minority groups in America.

**Strategies and Assessments for Component and Skill Objectives:  
Language, Philosophy, and Culture**

Cultural Component Objectives	Strategies	Assessments
Focus on the application of empirical and scientific method.	Introduction to data banks of health indicators of cultural groups. Exploration of the unique impact of cultural beliefs and practices on human health through individual student research.	Common items on each of four exams will cover historical events and cultural beliefs and practices impacting health. Research report on cultural or minority health issue.
Explores behaviors and interactions among individuals, groups, institutions, and events.	Students engage in a variety of writing assignments, including the exploration of health differences among cultures. Students are asked to identify cultural differences in health determinants and to postulate theories and strategies that will address health disparities among cultural groups.	Research report on cultural or minority health issue. Reflection paper over social responsibility and how personal health collectively becomes public health. Health Behavior Change Strategy will require students to problem solve and think critically about improving personal and public health status.
Explores the impact of these behaviors and interactions on individuals, society, and culture.	Lecture/discussion and readings over historical, socio-economic, and cultural influences on health with emphasis on disparities between groups.	Whole class and small group discussions in which students are challenged to postulate approaches intended to address health disparities. Groups will submit a summary sheet of potential approaches.
Integrates critical thinking skills into the content.	Students will be guided to think critically about their own cultures and how their ideas, values, and beliefs have shaped their view of health and wellness.	Common items on each of four exams will cover cultural influences over health and wellness. The Health Behavior Change Strategy will require students to problem solve and think critically about improving personal and public health status.
Integrates effective communication skills (written, oral, & visual) into the content.	Each student will explore the unique impact of cultural beliefs and practices on human health through individual student research.	Research will be presented using written (research paper), oral (class report) and visual (power point) communication skills.
Integrates social responsibility skills into the content.	A study of the Behavioral Risk Factor Surveillance System (BRFSS) and the Chronic Disease Indicators (CDI), both from the Centers for Disease	Common items on each of four exams covering intercultural competence, health care cost and containment measures, and the

	Control and Prevention will illustrate the impact of individual health on collective (public health) social issues. Several lectures include discussion of health care costs associated with identified risk factors and the importance of collective responsibility in reducing health crises.	importance of collective efforts across regional, national and global boundaries. Reflection paper over social responsibility and how personal health collectively becomes public health.
Integrates empirical and quantitative skills into the content.	Students will pose research questions, analyze data and describe distributions as they become an “expert” on a current health condition with a cultural component.	Research paper on a health condition that contains a cultural component.

**Course Structure:**

Week 1: Introduction to Multi-cultural Health and Wellness: Health Concerns of the Twenty-First Century, Health and Diversity in the U.S., Demographic Profiles of Cultural Groups, CDCs Behavioral Risk Factor Surveillance System (BRFSS) and the Chronic Disease Indicators (CDI). Cultural Influences on Health Demographics: Key Disparity Measures; Cultural Competency; CDCs Health Literacy Training; Tutorial from United States Department of Health and Human Services Office of Minority Health - Race, Ethnicity, and Health Care; Genderrelated Health Care Issues; RealAge Test.

Week 2: Factors Influencing Access to Health Care: Health Disparities; National Standards on Culturally and Linguistically Appropriate Services (CLAS); Historical Events Affecting Health Care. Cultural Theories of Illness and Healing: Theoretical Explanations of Ritual Healing Success; Traditional Medicines; Lay Theories of Illness Causation; Use of the Scientific Method in Medical Research.

Week 3: Hispanic American and Latino Health: The Family, Children, Traditional Sex Roles, The Elderly, Death and Grief.

Week 4: African American Health: The Family, Children, Traditional Sex Roles, The Elderly, Death and Grief.

Week 5: Native American Health: The Family, Children, Traditional Sex Roles, The Elderly, Death and Grief.

Week 6: Asian American Health: The Family, Children, Traditional Sex Roles, The Elderly, Death and Grief; Other Minority Populations - Iranian-Persian-South Asians-Indian Asians.  
EXAM 2

Week 7: Cultural Aspects of Stress and Mental Health: Behavioral Psychology of Cultures; Depression and Suicide; Mental Health and Help Seeking Patterns.

Week 8: Cultural Aspects of Nutrition and Obesity: Dietary Guidelines for Americans (2012); Racial and Ethnic Diets; Overweight/Obesity Trends Among Cultures; Unhealthy Eating Behaviors.

Week 9: Drug Use and Abuse Among Different Cultures: National Household Survey on Drug Abuse; Tobacco Patterns of Cultures; Alcoholism and Cultural Populations; Alcohol and Women; Drug Use and Pregnancy; Drug Treatment Problems Associated with Race; Prevention Recommendations.

Week 10: Chronic Disease Risk and Culture: Harvard Disease Risk Assessments; Cardiovascular Disease; Cancer; Diabetes; Lead Poisoning and Low-income Children; Sickle Syndrome. EXAM 3

Week 11: Cultural Influences on Infectious Disease Trends: Sexually Transmitted Diseases - Disparities; STDs and Women (including Fertility Control); Cultural Obstacles to HIV/AIDS Diagnosis and Treatment ; Tuberculosis; Intestinal Parasite Infections.

Weeks 12 and 13: Class reports

Week 14: Improving Health Status for All People - Eliminating Health Disparities: DHHS Plan to Reduce Racial and Ethnic Health Disparities:

Goal I: Transform Health Care

Goal II: Strengthen the Nation's Health and Human Services Infrastructure and Workforce

Goal III: Advance the Health, Safety, and Well-Being of the American People

Week 15: Plans for the Future - Health Care Policy: DHHS Plan to Reduce Racial and Ethnic Health Disparities:

Goal IV: Advance Scientific Knowledge and Innovation

Goal V: Increase Efficiency, Transparency, and Accountability of HHS Programs

The Affordable Care Act; FINAL EXAM.

**Assignments (see course calendar posted on blackboard for specific due dates):**

1. Each student will complete four examinations (including the final exam).
2. Each student will submit a 3-5 page written report and will develop a power point presentation on any disease or health condition that has a cultural risk component. Students are encouraged to select a topic that carries a high degree of personal interest.
3. Each student will submit a reflection paper over social responsibility and the creation of improved public health for all.
4. Health Behavior Action Plan

**Grading scale**

Four exams @ 100 points each	400	450 – 500	A
Individual report with power point	60	400 – 449	B
Reflection Paper	15	350 – 399	C
Health Behavior Action Plan	25	300 – 349	D
Total possible points	500	< 300	F

### **Research paper**

Each student will select a disease or health condition which contains a cultural component for which they would like to become an “expert” and submit a research paper on that topic. The paper should present an issue in the field of health using the latest research and data available. However, the paper may also take an historical approach to the disease or condition, as long as the cultural component of disease or condition etiology is fully addressed. It should conclude with the offering of ideas for educational and promotional efforts that could be posited as effective prevention and treatment approaches designed specifically to reduce cultural risks and close cultural gaps. Include a view of how individuals and society should prepare to successfully deal with the issue. The paper should be 3-5 pages (single spaced) in length and fully referenced in APA style. An oral presentation of your project including visual support through the use of power point will also be presented to the class. Feel free to use the assistance of the SHSU writing center. **Due date: See course calendar on blackboard for paper submission deadline and class presentation dates.**

### **Attendance policy**

In accordance with University policy, regular and punctual class attendance will be expected of all students. The instructor will determine if justification of absence constitutes a University excused absence. Failure to explain absences and/or tardiness will be viewed by as an indication of disinterest and will be reflected in the student’s grade. Exams and activities may be made up only in the case of University excused absences.

No penalty will be levied for three or fewer hours of absences. The following penalties will apply to additional absences:

1 additional hour	deduct 25 points from point total
2 additional hours	deduct 50 points from point total
3 additional hours	deduct 100 points from point total
4 additional hours	failure of the course

### **Student absences on religious holy days policy:**

Section 51.911(b) of the Texas Education Code requires that an institution of higher education excuse a student from attending classes or other required activities, including examinations, for the observance of a religious holy day, including travel for that purpose. A student whose absence is excused under this subsection may not be penalized for that absence and shall be allowed to take an examination or complete an assignment from which the student is excused within a reasonable time after the absence.

University policy 861001 provides the procedures to be followed by the student and instructor. A student desiring to absent himself/herself from a scheduled class in order to observe (a) religious holy day(s) shall present to each instructor involved a written statement concerning the religious holy day(s). This request must be made in the first fifteen days of the semester or the first seven days of a summer session in which the absence(s) will occur. The instructor will complete a form notifying the student of a reasonable timeframe in which the missed assignments and/or examinations are to be completed.

**Students with disabilities policy:**

“Students with a disability which affects their academic performance are expected to arrange for a conference with the instructor in order that appropriate strategies can be considered to ensure that participation and achievement opportunities are not impaired.” The physically impaired may contact the Director of the Counseling Center, 294-1720.