I am often available before and after class and other times by appointment. It is wise to make an appointment to see me. Although I love having students drop by during office hours, if you are making a special trip you may be disappointed if I have a scheduled meeting or an appointment with another student.

Office Phone: 313-577-0023 or 313-577-4265
E-mail: ab7564@wayne.edu
(Note: email is the best way to reach me)

Course address: http://blackboard.wayne.edu

Course Description: This course identifies frameworks, principles, models and strategies for evaluating health education programs. Prerequisites: HE 6420 or permission of the instructor. (catalogue description).

This is a cross-listed upper level undergraduate class for community health education majors and community health graduate students combined. The purpose of this course will be to provide a thorough introduction to evaluation and measurement for health educators including application of key evaluation techniques for health education, promotion and prevention programs.

Course Outcomes and Objectives

At the conclusion of the course, students will be able to demonstrate knowledge across the following topic areas: program planning as it relates to evaluation, basics of measurement, steps in instrument
development, reliability assessment, validity assessment, measurement errors, process evaluation, designs for quantitative evaluation, approaches to qualitative evaluation, sampling for evaluation, introduction to quantitative analysis, and data interpretation and evaluation report writing.

The following Competencies for Advanced Level Health Educators (CHES Exam) will be addressed:

**Responsibility I – Assess Needs, Assets and Capacity for Health Education**

1.2.1. Identify sources of data related to health  
1.2.3. Select valid sources of information about health

**Responsibility IV – Conduct Evaluation and Research Related to Health Education**

4.1.2 Develop evaluation/research questions  
4.1.4 Critique evaluation and research methods and findings found in the related literature  
4.1.5 Synthesize information found in the literature  
4.1.6 Assess the merits and limitations of qualitative and quantitative data collection for evaluation  
4.1.8 Identify existing data collection instruments  
4.1.9 Critique existing data collection instruments for evaluation  
4.1.11 Create a logic model to guide the evaluation process  
4.1.12 Develop data analysis plan for evaluation  
4.1.14 Apply ethical standards in developing the evaluation/research plan  
4.2.1 Identify useable questions from existing instruments  
4.2.2 Write new items to be used in data collection for evaluation  
4.2.4 Establish validity of data collection instruments  
4.2.5 Establish reliability of data collection instruments  
4.3.3 Analyze data using descriptive statistics  
4.3.5 Analyze data using qualitative methods  
4.3.6 Apply ethical standards in collecting and analyzing data  
4.4.1 Compare results to evaluation/research questions  
4.4.2 Compare results to other findings  
4.4.3 Propose possible explanations of findings  
4.4.4 Identify possible limitations of findings  
4.4.5 Develop recommendations based on results

**Responsibility VI – Serve as a Health Education Resource Person**

6.1.2 Identify valid information resources

*Note:* For some of the aforementioned competencies, we will not have adequate time in the semester for each of you to experience all phases of the skills (i.e., establish validity of data collection instruments) because this would take more time than we have in the semester. We will discuss steps in the process so that you may undertake such tasks in the future.

**Methods:** There will be multiple teaching methods, including: lectures, assigned readings, in-class discussions, skill-building activities, written assignments, and exams.

**Required Reading Material**

Readings for each class session are listed at the end of this syllabus and will be accessible on the Blackboard Website for the course ([http://blackboard.wayne.edu](http://blackboard.wayne.edu)) or accessible through the WSU library by clicking on Google Scholar to search for the document’s DOI. Your WSU AccessID will provide you with access to the course website on Blackboard. The website includes course
announcements, the most up-to-date syllabus, handouts, lecture slides, assignments and external links. The Blackboard site will be an evolving course product and resource. To have access to the documents through the WSU library and/or Google Scholar you must sign in through the library’s webpage: www.lib.wayne.edu. Call the Help Desk for assistance: 313-577-4887.

There is one required textbook, which will be supplemented by selected journal articles and websites.


The textbook is available at the Student Bookstore.

**Additional Required and Optional Readings:** Required readings are listed first in the syllabus and will be available via the course website on Blackboard. Click on “Course Documents” and then click on the folder of the date for which the readings are assigned.

**IMPORTANT:** There will be some additions and/or changes to the readings during the semester.

**Note:** Lecture slides will be posted on Blackboard by noon on the day of the class. If they are not posted by noon, I will bring a copy of them for all students in the class.

**Course Assignments and Student Assessment**

Your grade will consist of the total points that you earn on the assignments listed below. When I return graded assignments (either in paper form or electronically), please record the number of points that you earned for each assignment. Do not delete or throw assignments away until your final grade is posted, if there is an error in your grade, you will need to show proof of the actual grade received.

College graduates, especially educators, should be able to communicate both orally and in written form. Once you enter the workforce you are representing Wayne State University and this department/program. Therefore, all assignments must be properly written. Wayne State University has a writing center that will assist you ([http://clasweb.clas.wayne.edu/writing](http://clasweb.clas.wayne.edu/writing)). If you know from previous classes that this is a problem for you, please complete your assignment in time to get to the writing center and have it checked.

ALL assignments must be posted to Blackboard under the Assignments menu by 5pm on the day they are due. You must also bring a paper copy to class to turn in on the day it is due unless I announce in class otherwise. For each assignment uploaded to Blackboard, please use the following naming convention:

LASTNAMEINCAPS_name of assignment

Example: KULIK_Quiz1

All assignments should be written in APA format. You can purchase the 6th edition APA Style Guide or use the Purdue Online Writing Lab as a guide: [http://owl.english.purdue.edu/owl/resource/560/01/](http://owl.english.purdue.edu/owl/resource/560/01/)

**NOTE:** I often use student work as examples in other classes. If you do NOT want me to use your work (with your name removed, of course), please let me know at the BEGINNING of the semester. This is important.
Overview of Course Assignments

1. **Exams (300 points each)** – There will be two comprehensive exams given in class. Exams will be open-book and open-notes, and will consist of both multiple choice and short answer /brief discussion questions.
   - Exam 1 will be on 3/6/2014 and will cover through class 8 (2/27/2014), including material presented in class, on Blackboard, and reading assignments from the articles and textbook. The test will be a combination of multiple choice and short answer / brief discussion.
   - Exam 2 will be on 4/24/2014 and will cover from class 11 (3/20/2013) to the end of the semester, including material presented in class, on Blackboard, and reading assignments from the articles and textbook. The test will be a combination of multiple choice and short answer / brief discussion.

Do not rely on this being “open book” as responding to the questions will require a higher level of thinking about the concepts in the book rather than rote memorization.

2. **Annotated Evaluation Bibliography (350 points)** - You will provide a critical review of nine articles and one report published between 2010 to 2014 that relates to health program evaluation. The articles should be from peer-reviewed journals and the final report from a reputable organization. The annotated bibliography should include the following:

   1) An evaluation article that includes a logic model
   2) An article that focuses process evaluation of a health education program
   3) An article that presents impact evaluation results from a popular health program
   4) An article that validates an instrument used to collect data
   5) An article that assesses reliability of an instrument used to collect data
   6) An article that contains a qualitative evaluation component
   7) An article that uses mixed methods evaluation (qualitative and quantitative)
   8) An article that contains an innovative evaluation approach: goal-free, empowerment, goal-oriented, hatchet, illuminative, participatory, or transactional evaluation
   9) An evaluation article of your choice based on your health behavior interests
   10) Overview and critique of a final evaluation report from a well-known and reputable organization

Journals to select articles from may include the following, among others: Evaluation & The Health Professions, Journal of Multidisciplinary Evaluation, American Journal of Evaluation, New Directions for Evaluation, Evaluation and Program Planning, Canadian Journal of Program Evaluation. Evaluation reports can be found on the CDC website, the RWJ Foundation website and other government or not-for-profit agencies. A handout will be given in class and posted to Blackboard that will guide your bibliography organization and write-up. You may not use articles that are part of the required reading for this class. Articles #1-5 are due 2/20/2014, and #6-#10 is due 4/17/2014.

3. **Class Participation (50 points)** – You are expected to read all of the assigned readings, participate in class discussions and activities, and attend class regularly. A willingness to be active in discussion and respectful debate is crucial. The participation score is based on the quality, not quantity, of contributions to in-class discussions, small group work and exercises.
   - 0-3 points: Rarely provides any contributions and those contributions were repeat contributions by other students or failed to further the class activity or discussion.
   - 4-7 points: Provides thoughtful contributions that clarify topic or continue a class discussion or activity.
• 8-10 points: Provides insightful and thoughtful contributions that further understanding of concepts or adds another dimension to the topic and class activities.

*Please note that this 50 points can make a difference in your final grade.*

**Table 1. Points for course assignments**
Grades will be based on the following three activities:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Number of Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Exams (n=2; 300 points each)</td>
<td>600</td>
</tr>
<tr>
<td>2. Evaluation Bibliography</td>
<td>350</td>
</tr>
<tr>
<td>3. Class Participation</td>
<td>50</td>
</tr>
<tr>
<td><strong>Total Points Possible</strong></td>
<td><strong>1000</strong></td>
</tr>
</tbody>
</table>

Points will be converted to a percentage using the points earned divided by the points possible multiplied by 100. Percentages will then be converted to letter grades for each student.

**Table 2a. GRADUATE Student Grading scale**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A (Excellent)</td>
<td>100-95.0</td>
</tr>
<tr>
<td>A-</td>
<td>94.9-90.0</td>
</tr>
<tr>
<td>B+</td>
<td>89.9 – 87.0</td>
</tr>
<tr>
<td>B (Good)</td>
<td>86.9 – 83.0</td>
</tr>
<tr>
<td>B-</td>
<td>82.9 – 80.0</td>
</tr>
<tr>
<td>C+</td>
<td>79.9 – 77.0</td>
</tr>
<tr>
<td>C (Below graduate standards)</td>
<td>76.9 – 73.0</td>
</tr>
<tr>
<td>F</td>
<td>72.9 and below</td>
</tr>
</tbody>
</table>

**Table 2b. UNDERGRADUATE Student Grading scale**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A (Excellent)</td>
<td>100 - 93</td>
</tr>
<tr>
<td>A-</td>
<td>92.99 - 90.0</td>
</tr>
<tr>
<td>B+</td>
<td>89.99 - 88.0</td>
</tr>
<tr>
<td>B (Good)</td>
<td>87.99 – 83.0</td>
</tr>
<tr>
<td>B-</td>
<td>82.99 – 80.0</td>
</tr>
<tr>
<td>C+</td>
<td>79.99 – 78.0</td>
</tr>
<tr>
<td>C (Average)</td>
<td>77.99 – 73.0</td>
</tr>
<tr>
<td>C-</td>
<td>72.99 - 70.0</td>
</tr>
<tr>
<td>D+</td>
<td>69.99 - 68.0</td>
</tr>
<tr>
<td>D</td>
<td>67.99 – 63.0</td>
</tr>
<tr>
<td>D-</td>
<td>62.99 – 60.0</td>
</tr>
<tr>
<td>E</td>
<td>59.99 and below</td>
</tr>
</tbody>
</table>
**Course Evaluation:** Informal feedback throughout the course is appreciated. The instructor will periodically survey students about the quality and usefulness of the assigned readings and lectures. There will also be a mid-course evaluation that will benefit current students, as well as a final evaluation to benefit future students.

**HE 6501 – Winter 2014 At-A-Glance Calendar**

<table>
<thead>
<tr>
<th>#</th>
<th>DATE</th>
<th>TOPIC</th>
<th>ASSIGNMENTS / NOTES</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1-9</td>
<td>Getting Started and Course Overview</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>1-16</td>
<td>Introduction to Evaluation in Health Education &amp; Health Promotion</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>1-23</td>
<td>Planning Evaluation for Health Education &amp; Health Promotion</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>1-30</td>
<td>Measurement</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>2-6</td>
<td>Steps in Instrument Development</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>2-13</td>
<td>Reliability Assessment / Validity Assessment</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>2-20</td>
<td>Measurement Errors</td>
<td>DUE: Annotated Eval Bib #1-5</td>
</tr>
<tr>
<td>8</td>
<td>2-27</td>
<td>Process Evaluation</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>3-6</td>
<td>EXAM #1</td>
<td>EXAM #1</td>
</tr>
<tr>
<td>10</td>
<td>3-13</td>
<td>NO CLASS – Spring Break</td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>3-20</td>
<td>Designs for Quantitative Evaluation</td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>3-27</td>
<td>Approaches to Qualitative Evaluation</td>
<td></td>
</tr>
<tr>
<td>13</td>
<td>4-3</td>
<td>Sampling</td>
<td></td>
</tr>
<tr>
<td>14</td>
<td>4-10</td>
<td>Quantitative Data Analysis</td>
<td></td>
</tr>
<tr>
<td>15</td>
<td>4-17</td>
<td>Data Interpretation &amp; Report Writing</td>
<td>DUE: Annotated Eval Bib #6-10</td>
</tr>
<tr>
<td>16</td>
<td>4-24</td>
<td>Last Day of Class &amp; EXAM #2</td>
<td>EXAM #2</td>
</tr>
</tbody>
</table>

**TENTATIVE SCHEDULE** (Adjustments may be made during the semester as necessary)

*Please note:* Assigned readings are to be read **BEFORE** the class period for which they are identified. Class discussion will revolve around these readings.

**Jan 9**

**Getting Started & Course Overview**

- Review syllabus & requirements
- Why evaluation is important
- APA workshop and activity

*Required Reading for today’s class*

APA Style Citation Guide

**Jan 16**

**Introduction to Evaluation in Health Education & Health Promotion**

*Required Chapter to read by today’s class*

Chapter 1: Pages 1-28.

*Optional Reading for today’s class*
**Jan 23**  
**Planning Evaluation for Health Education & Health Promotion**

*Required Chapter to read by today’s class*
Chapter 2: Pages 29-50.

*Required Reading for today’s class*
W.K. Kellogg Foundation Logic Model Development Guide (pay special attention to pages 35-44)


**Jan 30**  
**Basics of Measurement**

*Required Chapter to read by today’s class*
Chapter 3: Pages 51-72.

*Review the following websites before class:*
http://wilderdom.com/tools/ToolsIndex.html  
http://www.uwex.edu/ces/pdande/evaluation/evalinstruments.html  

**Feb 6**  
**Steps in Instrument Development**

*Required Chapter to read by today’s class*
Chapter 4: Pages 73-106.

*Review the following websites before class:*
http://www.socialresearchmethods.net/kb/scalgutt.php  
http://www.socialresearchmethods.net/kb/scallik.php  
http://www.socialresearchmethods.net/kb/scalthur.php

**Feb 13**  
**Reliability Assessment / Validity Assessment**

*Required Chapter to read by today’s class*
Chapter 5 & 6: Pages 107-144.
### Feb 20  Measurement Errors

**Additional Required Reading for today’s class**  

**Feb 27  Process Evaluation**

**Required Chapter to read by today’s class**  
Chapter 6: Pages 137-172.

**Due Today:**  
Annotated Evaluation Bibliography #1-5

**Additional Required Reading for today’s class**  
[http://dx.doi.org/10.14221/ajte.2014v39n1.2](http://dx.doi.org/10.14221/ajte.2014v39n1.2)


### Mar 6  EXAM #1

### Mar 13  NO CLASS – Spring Break

### Mar 20  Designs for Quantitative Evaluation

**Required Chapter to read by today’s class**  
Chapter 9: Pages 79-198.

**Additional Required Readings for today’s class**  
Evaluation Designs and Approaches handout (on Blackboard)

### Mar 27  Approaches to Qualitative Evaluation

**Required Chapter to read by today’s class**  
Chapter 10: Pages 199-228.

**Additional Required Readings for today’s class**

**Apr 3**  
Sampling

*Required Chapter to read by today’s class*
Chapter 11: Pages 229-246.

**Apr 10**  
Quantitative Data Analysis

*Required Chapter to read by today’s class*
Chapter 12: Pages 247-278.

*Review the following website before class:*
http://www.microsiris.com/Statistical%20Decision%20Tree/how_many_variables.htm

**Apr 17**  
Data Interpretation & Report Writing

*Required Chapter to read by today’s class*
Chapter 13: Pages 279-326.

*Optional Reading for today’s class*
Developing an effective evaluation report: Setting the course for effective program evaluation. Atlanta, Georgia: Centers for Disease Control and Prevention, National Center for Chronic Disease Prevention and Health Promotion, Office on Smoking and Health, Division of Nutrition, Physical Activity and Obesity, 2013.

*Due Today:*
Annotated Evaluation Bibliography #6-10

**Apr 24**  
EXAM #2

**COMPUTER SKILLS REQUIRED**

1. **Back up your work:** After class today please create a folder for this class. Call this new folder **HE 6501**. *Save a copy of every assignment that you give to me in this folder.* It is a good idea to backup your computer files by saving them to an external drive, by periodically emailing yourself important files, or keeping your documents on the cloud (i.e., iCloud, Dropbox, etc.).

2. **Ability to Access a Website and Send / Download Documents:** This course is a web assisted course. You will need to be able to access the course home page via Blackboard and use various functions within Blackboard. Blackboard will be our channel of communication between classes. All correspondence, course materials and additional reading, assignments, and grades will be available through Blackboard. Make sure you know how to send and receive email messages, attach files, and open files.
3. **WSU email address:** I will only use your WSU access ID for official communication (through Blackboard or otherwise). If you do not check your WSU email address, please forward your WSU emails to an address that you check frequently.

**CLASS POLICIES AND PROCEDURES**

1. **Accommodations for Students:** In accordance with university policy, if you have a documented disability and require accommodations to obtain equal access in this course, or are a student athlete and need accommodations, please contact the instructor at the beginning of the semester or when given an assignment for which an accommodation is required.

   **Attention Students with Disabilities:**
   - Wayne State University is committed to providing students with disabilities an equal opportunity to benefit from its programs, services, and activities. If you have a disability that limits your participation in class in any way, please inform the professor and alterations in the course will be made. All printed materials are available in alternative formats.
   - If you feel that the limitations imposed by your disability will interfere with your ability to successfully fulfill the requirements of this course, you are strongly encouraged to contact Educational Accessibility Services (EAS) in room 583 Student Center Building to request an accommodation. Phone number: (313) 577-1851.
   - The EAS Student Handbook, found online at the link below, includes departmental procedures and policies, in addition to the many forms that may be used to request the services and accommodations that you desire.
   
   - [http://www.eas.wayne.edu](http://www.eas.wayne.edu)

2. **University Policies and Student Handbook:** As a student at Wayne State University, you are required to know the policies described in the Student Bulletin. The policies in this course are guided by the policies described in the student handbook. You may access the WSU Graduate Student Bulletin at: [http://www.bulletins.wayne.edu/](http://www.bulletins.wayne.edu/)

3. **Enrollment:** It is the student’s responsibility to ensure proper enrollment in classes. You are advised to review your official class schedule during the first two weeks of the semester. Should you identify an error in your class schedule, you have until Wednesday, September 11, 2013 to correct it with the registrar. If registration errors are not corrected by that date and you continue to attend and participate in classes for which you are not officially enrolled, you are advised now that you will not receive a grade at the end of the semester.

4. **Withdrawal Policy:** Students who withdraw from a course after the end of the 4th week of class will receive a grade of WP, WF, or WN.
   
   - WP will be awarded if the student is passing the course (based on work due to date) at the time the withdrawal is requested.
   - WF will be awarded if the student is failing the course (based on work due to date) at the time the withdrawal is requested.
   - WN will be awarded if no materials have been submitted, and so there is no basis for a grade.
   - Students must submit their withdrawal request on-line through Pipeline. The faculty member must approve the withdrawal request before it becomes final, and students should continue to attend class until they receive notification via email that the withdrawal has been approved. Withdrawals can be requested at any point from the fifth week of class through the 10th week (last day: March 22, 2014).
5. **Academic Dishonesty**: Academic dishonesty of any type will not be tolerated. (See WSU Student Code of Conduct). Students are responsible for knowing what constitutes academic dishonesty. If there is any question, it is better to ask me for an opinion in advance. Examples of academic dishonesty include, but are not limited to, giving or receiving aid during an exam (i.e. cheating), giving or receiving unauthorized information prior to an exam regarding the content of that exam, stealing a copy of the exam, having another student assist you during an on-line or take-home exam, deceiving the professor by representing the work of another as your own, plagiarizing the words or ideas of another person, submitting the same written work to fulfill the requirements of more than one course. Should cases of academic dishonesty be found, I reserve the right to impose the following sanctions:

- Assign the student an “F” for the assignment, project, paper, or exam in question.
- Assign the student an “F” for the entire course.
- Recommend the student be placed on probation or suspended for a period of time.
- Recommend that the student be expelled from the university (repeated offenses.)

Anyone with specific questions regarding academic misbehavior should consult the source documents at [http://www.otl.wayne.edu/wsu_integrity.php](http://www.otl.wayne.edu/wsu_integrity.php)

6. **Plagiarism**: The definition of plagiarism is "to use/steal the language, ideas, or thoughts from another and to represent them as your own original work." If you use another person's words, ideas, or thoughts in your papers, you must cite the author(s) in your paper using APA style. I can check for plagiarism by running your papers through a software application that instantly detects papers with unoriginal material. In addition, if you can Google it, so can I. For your own sake, please avoid the temptation to use someone else's words as your own. Any cases of detected plagiarism will result in an "F" on the assignment. A second offense will result in an "F" for the course.

7. **Professionalism/Attendance**: It is my expectation that you will act, perform, and conduct yourself as a true professional. This includes the content and style of your in class communications, online communications and the nature of communication with me. As a future professional, I expect you to exhibit professionalism in all areas including honesty, integrity, industry, and reliability. **I view class attendance as an outward sign of how much you value your education and personal growth.** If you do not attend class, I will assume that you do not care about your development as a professional. True professionals in any field are prompt, reliable, and report to work when scheduled. Therefore, it is my expectation that you will be prompt, reliable, and faithful to attend class. If you must be absent from class, I expect the professional courtesy of a telephone call or email notifying me in advance. Your attendance and participation will be logged and recorded.

Excused absences constitute the following:

- Medical excuse with documentation
- Funeral of immediate family (parent, sibling, grandparent)

You are responsible for ALL work missed during your absence. Please write down the name and phone number of two classmates you can contact in case of your absence.
to get missed notes, handouts and/or assignments. I will not give private lectures for individuals who miss class. It is your responsibility to attend class and receive the information.

8. **Late Work:**

- Late work will not be accepted since most of your assignments are group assignments.
- If there are going to be known extenuating circumstances that conflict with a due date, please contact me at least one week prior to the due date.
- If an emergency arises, please bring doctor’s note or some other appropriate form of verification. If the excuse is due to a family member passing away, please email me BEFORE the assignment is due and inform me of the situation with the name of the person, your relation to them, and the location of the funeral or other service. Then when you are able to make up the exam or turn in the assignment, please make sure that you bring some sort of documentation.

9. **Feedback from the Instructor before Grading:** If you desire feedback on an assignment before I grade it, you must submit it to me at least one week prior to the due date. No exceptions. This feedback is not for grammatical corrections, please use the writing center available to students. This general feedback is for content and organization of the assignment only. This will allow me time to review the assignment and you enough time to make revisions by the due date.

10. **Communication with instructor:** Communication between instructor and student is very important. If you are having problems in the course, with the group project, or personally that may affect your participation or grade in the course, please see me as soon as possible. DO NOT wait until the end of the semester or until you have missed classes or assignments to talk with me. I will attempt to respond to emails within 24 hours Monday – Friday. I only check email once per day on Wednesdays and will respond only if urgent. I do not often check and respond to email on Saturday or Sunday.

11. **Final Grade Changes:** If you believe that I have made an error or misjudgment in grading, you may request that I review the grade and consider a grade change. All grade change requests must be put in writing and include a written rationale as to why the grade should be changed. *Verbal requests to change a grade will not be accepted.* I reserve the right to make all final decisions regarding grades. However, if you believe there is an error on an assignment, please see me as soon as possible so that the error can be corrected.

12. **Incomplete/Drops/Withdraws:** An “Incomplete” or “Drop” will only be given if there is some type of serious medical or personal problem that has been discussed in person with the instructor. Please make an appointment and see me about these issues. Instructors cannot withdraw students from a course. It is up to you as a student to withdraw yourself by the university deadlines. Students who disappear after the mid-point of the semester will be given an “F.”

13. **Bumping Borderline Grades:** At the end of the semester, I reserve the right to give an extra percentage point or two to students who have demonstrated excellent attendance and leadership within the class.
14. **Use of electronic devices:** Please turn off or set your cell phones or electronic devices to vibrate when you enter the classroom. It is a distraction for both the instructor and your fellow classmates. If there is a reason that you might have to answer your phone or check messages during a class (i.e., children or emergencies), please let me know at the beginning of the class. If you do have to answer it (only after informing me at the beginning of the class), please leave the classroom before answering the call. Refrain from texting, tweeting, using Facebook, checking email, web browsing and other non-essential electronic activity during class.

15. **Religious Observance Policy:** Because of the extraordinary variety of religious affiliations represented in the University student body and staff, the Wayne State University calendar makes no provision for religious holidays. It is University policy, however, to respect the faith and religious obligations of the individual. Students who find that their classes or examinations involve conflicts with their religious observances are expected to notify their instructors well in advance so that alternative arrangements as suitable as possible may be worked out.

16. **Extra Credit:** No extra credit projects will be permitted unless the instructor offers it to all students.