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)

Office: Room 262 Matthaei, 5101 Lodge Service Drive
Office Hours: Tuesdays from 12:30pm – 4:30pm and
  Fridays from 11:30-3:30

Course Description: Selected theories from behavior sciences developed to apply to people's health actions (catalogue description). This course will provide an overview of social and behavioral science theories that are currently used to 1) understand health related behaviors; and 2) guide development of interventions designed to prevent, reduce or eliminate major public health problems.

This is a GRADUATE LEVEL course. The purpose of this course will be to provide a thorough discussion of health behavior theory and how health theory can be used. Multiple theoretical perspectives will be offered in an attempt to explain varied health behavior patterns.

Course Outcomes and Objectives

At the conclusion of the course, students will be able to critically review a range of social and behavioral science concepts, theories and models that are helpful in 1) understanding the development and maintenance of important health behaviors and behavioral health risks, 2)
understanding the distribution, variation and disparities in health and health behaviors, and developing theory-informed health promotion interventions.

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

**Responsibility I – Assess Needs, Assets and Capacity for Health Education**
- Competency 1.1.3: Plan Assessment Process – Apply theories and models to develop assessment strategies
- Competency 1.4.1: Examine Relationships Among Behavioral, Environmental and Genetic Factors That Enhance or Compromise Health - Identify factors that influence health behaviors
- Competency 1.6.4: Examine Factors That Enhance or Compromise the Process of Health Education - Assess social, environmental, and political conditions that may impact health education

**Responsibility III – Implement Health Education**
- Competency 3.1.6: Implement a Plan of Action - Apply theories and models of implementation

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

**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](http://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. There will be 1-5 assigned required reading for most class sessions, as well as optional readings.

**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.


The textbook is available at the Student Bookstore.

**Additional Required Readings:** Required readings are listed first 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.
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). 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

You must submit all individual assignments. Group assignments can be submitted by one designated person in your group.

<table>
<thead>
<tr>
<th>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: <a href="http://owl.english.purdue.edu/owl/resource/560/01/">http://owl.english.purdue.edu/owl/resource/560/01/</a></th>
</tr>
</thead>
</table>

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. Tests (150 points each) – There will be two comprehensive tests given in class. Tests will be open-book and open-notes, and will consist of both multiple choice and short answer /brief discussion questions.
   • Test 1 will be on 2/25/2014 and will cover through class 7 (2/18/2014), 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.
   • Test 2 will be on 4/29/2014 and will cover from class 8 (2/25/2013) 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.

2. Group project: Open-ended elicitation interviews (150 points) - When using the Theory of Reasoned Action / Theory of Planned Behavior, it is essential to elicit responses from the
population you are interested in looking at. This list of responses can then be used as a basis for survey development. Elicitation of responses can occur in several ways: through elicitation surveys, focus group interviews, or personal interviews. This latter choice is one that we will use for purposes of this assignment.

Your group of 2-3 will be required to find three people who are not part of this class and interview them relative to the constructs put forth in the TRA/TPB on the topic that your group selected. This will require the creation of an interview guide to facilitate your interview. Compile those responses and be sure to note the items that were mentioned by more than one individual. Once these are complete, you will generate a list of 8-10 survey questions that could be written based on the responses of your interviewees. What you will turn in is a compilation of all of the elicitation responses, the survey questions developed based on the model and the responses, and a short description of each of the people who you interviewed.

3. **Project: Health Gift (300 points):** This assignment is an opportunity to apply what you have learned thus far in the semester to create a health gift for a friend or family member. You will interview a friend or family member about a health behavior they are hoping to achieve (lose weight, exercise more, quit smoking, etc.). Using at least 4 constructs from at least 2 theories (anything we’ve covered up through Class 9 on 3/4/14), create a health information gift for the person you have in mind. You will provide the gift to the person you designed it for and get their feedback.

4. **Critical Review Bibliography (200 points)** - You will provide a critical review of 8 articles published between 2010 to 2014 that applies social or behavioral science theory to a health-related behavior. The articles can either be an empirical research study or a review of empirical studies. The key point is that one or more theories are presented or inform the research and that the topic relates to health behavior.

5. **Article Discussion & Study Guide (40 points)** – You will choose one of the book chapters/theories and lead the class discussion around the article presented in the chapter. You will sign up for this on the first day of class. This activity will be good practice of a critical review (similar to what you will do in #4, above). A discussion outline is provided in the Assignments handout. You will create two documents for this assignment: 1) a completed discussion outline based on your article that will be turned into the instructor and 2) a 1-2 page chapter study guide that will be passed out to all students.

6. **Class Participation (10 points)** – You are expected to read all of the assigned readings, participate in class discussions, 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 10 points can make a difference in your final grade.*
Table 1. Points for course assignments
Grades will be based on the following six activities:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Number of Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Tests (n=2; 150 points each)</td>
<td>300</td>
</tr>
<tr>
<td>2. Open Ended Elicitation Interviews</td>
<td>150</td>
</tr>
<tr>
<td>3. Project: Health Gift</td>
<td>300</td>
</tr>
<tr>
<td>4. Critical Review Bibliography</td>
<td>200</td>
</tr>
<tr>
<td>5. Article Discussion and Study Guide</td>
<td>40</td>
</tr>
<tr>
<td>6. Class Participation</td>
<td>10</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 2. 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>

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.

Note: One of the challenges in a theory class is to move beyond “theory-anxiety” and rote memorization of concepts. Instead, a focus of this class will be to better understand “why people do what they do” and how theory can be applied to health behavior (and life in general).

Class discussions and activities will provide opportunities for exploring “nebulous” concepts, ask “dumb” questions*, and discuss how theory can be applied in real settings.

*There is no such thing as a “dumb” question in this class!
### KHS 8540 – 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>1-7</td>
<td><strong>EDIT: NO CLASS – University Snow Emergency</strong></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>1-14</td>
<td>Course Overview, SEM, Self-Efficacy Theory</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>1-21</td>
<td>Searching for Articles, Reading and Critiquing Articles</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>1-28</td>
<td>Theory of Reasoned Action / Theory of Planned Behavior</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>2-4</td>
<td>Health Belief Model</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>2-11</td>
<td>Attribution Theory</td>
<td>DUE: Open Ended Elicitation Int. Assignment</td>
</tr>
<tr>
<td>7</td>
<td>2-18</td>
<td>Transtheoretical Model</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>2-25</td>
<td>Social Cognitive Theory</td>
<td>TEST #1</td>
</tr>
<tr>
<td>9</td>
<td>3-4</td>
<td>Diffusion of Innovation</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>3-11</td>
<td>NO CLASS – Spring Break</td>
<td>Health Gift Projects DUE and Presentations</td>
</tr>
<tr>
<td>11</td>
<td>3-18</td>
<td>Health Gifts</td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>3-25</td>
<td>Ecological Models</td>
<td></td>
</tr>
<tr>
<td>13</td>
<td>4-1</td>
<td>Social Capital Theory / Social Support / Social Marketing</td>
<td>DUE: Critical Review Bibliography</td>
</tr>
<tr>
<td>14</td>
<td>4-8</td>
<td>Tailoring / Health Communication / Mass Media / Price &amp; Behavior</td>
<td></td>
</tr>
<tr>
<td>15</td>
<td>4-15</td>
<td>Putting it All Together</td>
<td></td>
</tr>
<tr>
<td>16</td>
<td>4-22</td>
<td>NO CLASS – Study Day</td>
<td></td>
</tr>
<tr>
<td>17</td>
<td>4-29</td>
<td>Last Day of Class</td>
<td>TEST #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 7**  
Getting Started & Course Overview – **MOVE TO JAN 14** (University Snow Emergency – classes cancelled)

- Review syllabus & requirements
- Importance of developing successful strategies to improve health behavior
- Why theory is important
- Concepts, constructs and variables

*Required Chapter to read by today’s class*

Chapter 1: Pages 1-12.

**Jan 14**  
Social Ecological Models (Intro) / Self-Efficacy Theory

- Everything from Jan 7
- Sign up for Article Discussion Leader dates
- Social Ecological Models
**Jan 21**

**Library & Resources Presentation / Reading & Critiquing Research Articles**

- We will meet in the WSU Purdy Library, First Floor, Simons Room
- HANDS-ON: Searching for relevant literature
- GUEST INSTRUCTOR: Veronica Bielat, Liaison Librarian for COE
- Conducting a Literature Search

**Required Reading for today’s class**
- How to Read a Research Paper (on Blackboard)
- How to Read a Research Study Article (on Blackboard)

**Jan 28**

**Theory of Reasoned Action / Theory of Planned Behavior**

**Required Chapter to read by today’s class**
- Chapter 3: Pages 39-62.

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

**Resources for your assignments**
- Constructing TPB questionnaire (how to)
- TPB questionnaire (example)

**Feb 4**

**Health Belief Model**

**Required Chapter to read by today’s class**
- Chapter 4: Pages 63-106.

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

**Feb 11**

**Attribution Theory**

**Required Chapter to read by today’s class**
- Chapter 5: Pages 107-136.

**Additional Required Reading for today’s class**
<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Required Chapter to read by today’s class</th>
<th>Additional Required Reading for today’s class</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mar 11</td>
<td>NO CLASS – Spring Break</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mar 18</td>
<td>Project 1: Presentations</td>
<td></td>
<td>Health Gift Projects and Presentations</td>
</tr>
</tbody>
</table>

Due today
Open-Ended Elicitation Interview Assignment

Optional Readings/Videos:
Bandura’s address at USC Annenberg Center 2007 (90 min)
http://www.youtube.com/watch?v=xjIbKaSXM3A&feature=youtu.be

Mar 25  Ecological Models

*Required Chapter to read by today’s class*
Chapter 9: Pages 235-260.

*Additional Required Readings for today’s class*


You can also find this article here: [http://www.springerlink.com/content/a4122118n0783181/fulltext.html](http://www.springerlink.com/content/a4122118n0783181/fulltext.html)

Apr 1  Social Capital Theory / Social Support / Social Marketing

*Required Chapter to read by today’s class*
Chapter 10: Pages 261-290.

*Additional Required Readings for today’s class*


Due today
Critical Review Bibliography

Apr 8  Tailoring / Health Communication / Mass Media / Price & Behavior

*Required Readings for today’s class*


Apr 15  Putting it all Together

Required Reading for today's class

Apr 22  NO CLASS – Study Day

Apr 29  Final Evaluations / TEST #2

COMPUTER SKILLS REQUIRED

1. **Back up your work:** After class today please create a folder for this class. Call this new folder **KHS 8540**. *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 or by periodically emailing yourself important files.

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

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/mb- output/index.html

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

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.