



School of Pharmacy - Required Course Syllabus Fall – P1 Year

Course # PHAR 6324 / Culture, Literacy and Community Health (CLCH)

Track: Global Health Colloquium

Course Dates: August 22 – December 9, 2022

WEEKLY: Tuesdays 1-2:20 pm (Rm 212) AND

Wednesdays 11-11:50 am (Rm 211) AND 1-3 Community-Engagement Hours

Service-Learning / Study Away Aligned Course | IPPE: 16 hours (22 actual contact)/

IPE: 0 hrs

Course & Service-Learning Coordinator/Faculty	Other Faculty Instructors
Jeri J. Sias, PharmD, MPH Office Phone: (915) 747-8599 / E-mail: jjσίας@utep.edu Office Hours (Rm 714): Tue (2:30-3:20 pm) Wed (2:30-3:20) or by appointment	Amanda M. Loya, PharmD, BCPS Office Phone: (915) 747-8534 / E-mail: amloya1@utep.edu Office Hours: <i>Provided in Blackboard®</i> Michelle Martinez, MD, MPH Email: pmmartinez2@miners.utep.edu Office (Rm 601)
	Community Partners & Guest Speakers IPPE: Cristina Ortega, PharmD caortega2@utep.edu 915-747-8183 , Rm 705

Office Hours

Dr. Sias will have live office hours and also available by appointment (virtual or in person). Students may request an appointment with the coordinator in person or via e-mail. Individual guest faculty should provide office hours during lecture days. All appointments should be made at least 2 business days in advance

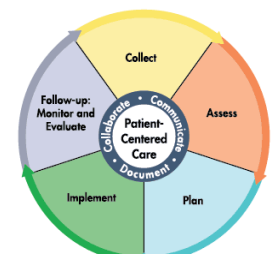
If Virtual

Virtual Office Hours will be synchronous through a UTEP-approved platform (e.g., Microsoft Teams, Blackboard, or Zoom) and will be used to discuss problematic exam questions and any course logistic problems. The course coordinator will try to respond as soon as possible (generally within 24-48 hours). When sending an email, send through the Blackboard® course email or place the course number and name (e.g., PHAR 6324 CLCH and the issue/topic in the subject line of the email). For individual faculty, please email faculty for their online office hours.

Course Description

This course will introduce cultural and community competency while exploring the potential impact of cultural values, beliefs, and practices on patient care outcomes as well as aspects of health and medication literacy. Public health concepts will be introduced including population health management strategies, national and community-based public health programs. Students will engage in **service-learning** to develop skills towards becoming civic-minded healthcare professionals.

To reinforce concepts, course assignment will be based on understanding the geography, history, context, and culture of the Paso del Norte community and beyond. The course will also explore the different aspects of health and medication literacy including methods for assessments. Public health concepts addressed include population health initiatives, social determinants of health, and national and community-based public health programs. Through the inclusion of a service-learning component in this course, students will be engaged in their communities to allow them to develop skills towards becoming civic-minded healthcare professionals. Students are expected to demonstrate



Source:
<http://pharmacylibrary.com/doi/book/10.21019/9781582122564> Accessed: 2018 Jul2

foundational writing skills (content, style, citations) that will be used throughout the pharmacy student career.

LINK to STUDY AWAY: The CLCH course will serve as a “preview” or “pre-immersion” course to the **Study Away** program. During this course, students will gain foundational skills to learn about communities and health to prepare them for the Study Away experience using a Community Competency framework.

Pharmacists’ Patient Care Process: The CLCH course will incorporate methods on how to collect subjective patient information related to socio-economic status and other culturally-relevant issues while understanding the context of their community and environment (Social Determinants of Health). These skills will aid students in developing and a more culturally and linguistically appropriate plan.

Introductory Pharmacy Practice Experience (IPPE)

- *IPPE hours and activities have been assigned to this course coordinated by Dr. Cristina Ortega (Office of Experiential Education). Students will be responsible to complete up to a total of sixteen (16) IPPE hours. However, there are additional hours in the community (estimated 8 hours) that are not counted as direct IPPE hours. STUDENTS should carefully read and document.*
- *To guide this experience, students will complete a checklist/activity documenting the achievement of each learning objective. Specific information regarding these elements will be available to students in the Blackboard Course and CORE ELMS as appropriate.*

Course Learning Objectives (mapped to National Pharmacy Education Outcomes)

At the end of this course, students should be able to: (Level of Assessment: I-Introduce, R – Reinforce, A – Apply)

Course Objectives	CAPE Outcomes	PCOA	NAPLEX 2021	Level of Assessment
<p>1. Apply principles of culture, literacy and community health to understand the landscape of health, population health, and healthcare in the United States</p> <p>Objective 1.1: Evaluate personal and community health care beliefs, biases, and values (Attitudes) Objective 1.2: Identify and evaluate community healthcare and equity issues via background readings and speakers (Knowledge) Objective 1.3: Evaluate culture, diversity, equity, inclusion as related to health issues in the changing demographics in Texas and US (Skills) Objective 1.4: Promote critical thinking and problem-solving through reflection and discussion (Skills) Objective 1.5: Develop skills to reach patients from different literacy levels</p>	<p>1.1 Learner (Learner) 3.5 Cultural sensitivity (Includer) 4.1 Self-awareness (Self-aware)</p>	<p>3.1 Health Care Delivery Systems and Public Health 3.1.3 <u>Social</u>, political and economic factors that influence the delivery of healthcare in the U.S. 3.1.4. Public Health and Wellness: chronic disease prevention, health promotion, infectious disease control, <u>demographics, physical, social, and environmental factors leading to disease</u>, comparing and contrasting public health with individual medical care 3.3 Economic and Humanistic Outcomes of Health Care Delivery 3.3.3 Humanistic Outcomes and their application to improve the allocation of limited health care resources 3.7 Ethical Decision Making 3.7.2 Ethical dilemmas in the delivery of patient-centered care including, conflicts of interest, end-of-life decision making, use of codes of ethics, oaths of a pharmacist (<u>cultural perspectives</u>) 3.9 Social and Behavioral Aspects of Pharmacy Practice 3.9.1 <u>Health-, illness-, and sick-role behaviors of patients</u> 3.9.2 Principles of behavior modification 3.9.3 Patient adherence to therapies and recommendations</p>	<p>https://nabp.pharmacy/programs/examinations/naplex/community-competency-statements-2021/ 1.2 – From patients: treatment adherence, or medication-taking behavior; chief complaint, medication history, medical history, family history, social history, lifestyle habits, socioeconomic background 1.6 – Risk factors or maintenance of health and wellness 1.7 – Evidence-based literature or studies using primary, secondary, and tertiary references 6.3 – Disease prevention or screening programs; or stewardship 6.4 – Vulnerable populations, special populations, or risk prevention programs</p>	I, A
<p>Be engaged in community as civic-/public health minded healthcare professional students who can work in teams with community leaders</p> <p>Objective 2.1: Connect students to health-related community services and programs (Knowledge/Skills) Objective 2.2: Evaluate the role of citizens and communities in addressing health care issues (Skills)</p>	<p>3.3 Patient Advocacy (Advocate) 3.5 Cultural sensitivity (Includer)</p>	<p>3.8 Professional Communication 3.8.4 Measurement and use of health literacy in pharmacy communications 3.8.5 Development of cultural competency in pharmacy personnel such that services are respectful of and responsive to the health beliefs, practices, and cultural and linguistic needs of diverse patient populations</p>	<p>Area 6 – Develop or Manage Practice or Medication-Use Systems to Ensure Safety and Quality 6.4 – Vulnerable populations, special populations, or risk prevention programs</p>	I, A

Objective 2.3: Complete a small project based in the community integrating relevant culture, health literacy, and community health principles (Skills)	3.6 Communication (Communicator) 4.3 Innovation & Entrepreneurship (Innovator)			
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IPPE OBJECTIVES:

At the completion of the IPPE activity, students should be able to complete the objectives outlined:

- Explore the effect of social determinants of health in a community’s health
- Deliver a pharmacy-based health message that integrates health literacy principles

SEE Blackboard for DETAILED information of activity/sites and due dates

Breakdown of Time Invested in Community* These estimated 24 contact hours should be completed across the semester (~1-3 hours per week). This time release occurs in the course as experiential learning

IPPE	Activity	Location/Date/Time
<p>Site Up to 16 hours IPPE (22 actual contact hrs)</p>	<p>2 hours (SITE) non TSBP: Community Tour/Community Pharmacy Interview/Bus Ride/ environmental scan (zip code pharmacy) (Sias) 3 hours (SITE) non TSBP: Service-learning based volunteer hours with activity worksheet (9 hour actual contact time –RATIO: 3 volunteer hours: 1 IPPE hour) 1 hour (SITE) non-TSBP: Opportunity Center 2 hours (SITE): One 2-hour Health Literacy project in a community pharmacy, health fair, immunization clinic, or other approved site (Sias-Ortega) 2 hours (SITE): Spanish SITE (assigned pharmacy preceptor – Ortega) 3 hours (SITE): Community Foundations (assigned pharmacy preceptor – Ortega) 3 hours (SITE): Poison Control (assigned pharmacy preceptor -Ortega)</p>	<p>COREELMS assigned sites Documented in Core ELMS® Homework: Activity sheet. Due date: Complete when possible within 24 hours of experience. However, LATEST to submit is Dead Day (or may result in course failure)</p>
<p>NON-IPPE (2 hours)</p>	<p>Examples</p> <ul style="list-style-type: none"> • 1 hour Museum (required one museum) <i>Others approved (can check with Dr. Sias)</i> • 1 hour cultural event different than your own (music, poetry reading, dance, new food, fiestas) • 1 hour VOTE 	<p>Upload in Blackboard (Pass/Fail)</p>

* Concerns regarding completion of **hours at Service-learning** site should be addressed immediately with Dr. Sias

Additional / Detailed Course Meetings & Location

The course is a 3-credit hour course. The course will have mixture of lecture and experiential activity and will take place **ON CAMPUS** and may be supplemented virtually with a mixture of synchronous (live) and asynchronous (recorded) using the Blackboard® Collaborate feature on Blackboard®. The course is scheduled for **1 hour and 20 minutes on Tuesdays and 50 minutes on Wednesdays for a total estimated 2.5 contact hours “in” the classroom**. Students should expect lectures, writing assignments, online discussion board, and group projects. Updates will be announced on Blackboard®. Some lectures (Dependent upon speaker) will be recorded and posted the next business day for students’ availability.

Students also participate in weekly assigned Service-Learning, Community-Engagement, and outings/field opportunities (**~1-3 hours/week**) at various community-based agencies and pharmacies with designated hours counting as IPPE. Students need to plan for scheduling of the experiential and service components.

Every effort will be made to post course material at least 4 business days prior to the next class. Exams will be held at the posted lecture time as outlined in the course calendar. Exams will be held on dates provided in the course calendar until otherwise stated.

In a major disruption (e.g., H1N1 epidemic, subzero weather), be prepared to maintain course progress via other means (e.g., Internet, our Blackboard course shell, etc.) and check your email (especially your UTEP miners account) regularly.

Online Platform (Blackboard and CoreElms):

This semester the course will be taught using Blackboard as the primary learning management system.

Accessing Course Content on Blackboard and Live (Synchronous) Online Classes: All lectures, handouts, and course material will be located in Blackboard. Classes, which will occur in a synchronous way using the Blackboard Collaborate feature, will be also accessed through Blackboard. Log into My UTEP.edu and click on the Blackboard link to access the online course [PHAR 6324]. The course is individualized and students may access lectures/handouts as they are made available by course instructors. Except in cases of a UTEP network being “down” or “offline” students are ultimately responsible to ensure that your computer is connected to the internet and that any issues are addressed prior to class and/or assessments.

NOTE: IPPE - All experiential education materials (e.g. worksheets) will be located in CoreELMS®

Methods of Instruction/Learning

UTEP or SoP may change to primarily online course if major disruption (e.g., pandemic, weather). For tips on succeeding in an online environment, see: <https://www.utep.edu/extendeduniversity/utepconnect/blog/february-2017/tips-for-online-learning-success.html>.

The course coordinator may adapt the syllabus/course calendar to support student and course success.

The learning outcomes in this course will be achieved via:

- A. Outside Preparation: Readings and Computer assignments
- B. In-class/Online Discussion and Discussion Boards
- C. Writing Assignments and class activities
- D. Exams
- E. Worksheets/Reflections to reinforce class material and guest speaker topics
- F. IPPE and Community/Civic Engagement – Community site visits

Required Course Technology/Tools/Needs

Technology: The following technology below will be used during the course and the student must have the appropriate technology and software.

1. Computer/laptop. Audio (speaker & microphone) and video (camera) **MUST be checked** to be functional for online synchronous classes and online exams.
2. ExamSoft®
3. Blackboard® (with Respondus®)

Required Readings: Various articles may be posted for each module.

Required Textbooks:

- (ONLINE – Pharmacy Library) Halbur KV, Halbur DA. Essentials of Cultural Competence in Pharmacy Practice, APhA, 2008. DOI: 10.21019/9781582121130.fm
- (ONLINE – Access Pharmacy®) DiPiro JT, Yee GC, Posey L, Haines ST, Nolin TD, Ellingrod V. eds. *Pharmacotherapy: A Pathophysiologic Approach*, 11e. McGraw-Hill; Accessed August 19, 2022. <https://0-accesspharmacy-mhmedical-com.lib.utep.edu/content.aspx?bookid=2577§ionid=248126979>

Recommended Textbooks:

- Spector RE. *Cultural Diversity in Health and Illness, 9th Ed.* New York, NY: Pearson; 2016. ISBN-10: 0134413318
- Galanti G-A. *Caring for Patients from Different Cultures, 5th Ed.* Philadelphia, PA. Univ of Pennsylvania Press; 2014. ISBN-10: 9780812223118

Laptop Computer

- Students are expected to bring laptop computers to the class each day for participation in on-line exercises or assessments. It is the responsibility of the students to make sure that the laptops are in working condition and meets the University and School of Pharmacy IT requirements (See SOP Student Handbook).
- **Audio (speaker & microphone) and video (camera) MUST be checked to be functional for classes and online exams.**
- UTEP or SoP may change to primarily online course if major disruption (e.g., pandemic, weather). For tips on succeeding in an online environment, see: <https://www.utep.edu/extendeduniversity/utepconnect/blog/february-2017/tips-for-online-learning-success.html>.

Calculator

- Not required for this course

Software/Technology must be tested in orientation/first week of courses to ensure functionality.

- **Blackboard® Collaborate: Chrome Browser**
- **Microsoft® Teams** or UTEP Zoom®
- **IPPE: CoreELMS®** for Experiential Learning
- **ExamSoft® Exam Monitor**
- Audio (speaker & microphone) and video (camera) MUST be checked to be functional for classes and online exams (when appropriate)

Attendance

The attendance policy for the School of Pharmacy is outlined in the Student Handbook. It is expected that students should demonstrate their commitment to the profession and respect for faculty, guest speakers, and colleagues by attending all classes and arriving to class on time prepared for the day's lesson(s).

When there is a class presentation, faculty lecture, or guest speaker, attendance may be taken in the form of documented participation and/or electronic sign-in to Blackboard Collaborate. **Missing class for work or IPPEs are NOT a valid reason for absence.**

If a student has an excused absence, they should immediately notify the course coordinator(s) and instructor(s) (*****IPPEs*** also contact preceptor and Clinical Coordinator and carbon copy the Director of Experiential Education**). To secure approval for an absence related to travel for professional meetings or for events that fall outside of the criteria outlined in the Student Handbook, please refer to the Handbook for more information regarding required documentation for submission to the Office of Student Affairs.

Who to contact/how document absence: **Dr Jeri Sias (course coordinator) via Blackboard® email at jjsias@utep.edu.**

Out of class preparation: Students are expected to review weekly Blackboard postings and announcements for information about readings and course preparation.

In class participation: Students should plan for synchronous (live) participation in the course during the course hours. Some classes will occur asynchronously and efforts will be made to post to Blackboard at least five (5) days in advance. Student attendance will be monitored by Blackboard® Collaborate.

This course is connected to one or more of the following areas:

IPPE: For each unique IPPE site schedule refer to CoreELMS. (General timeline in BlackBoard)

Service-Learning and Community Engagement: Conduct for activities and outings related to the class represent the student, the School of Pharmacy, and the pharmacy profession. While attendance, participation, and professional conduct do not earn points toward the final grade, they are expected behaviors of each student.

However, lack of professionalism and/or attendance at the service site or community outings will contribute to grade deductions. If students do not meet attendance requirements (-2.5% per missed event up to 10% total grade deduction) and lack professional conduct (e.g., tardiness/respect for others up to 10% additional deduction), **they may receive deductions up to a total of 20% of their final grade.**

The faculty coordinator will consult with faculty and site mentors to determine appropriate professional conduct. Examples of good professional conduct include, but are not limited to:

- Following instructions
- Arriving on time (or prior to) an event
- Meeting deadlines
- Showing respect for all other people in speech & actions
- Exhibiting good judgment
- Cooperating with others
- Diligence (good work ethic)
- Maintaining personnel self-control and professional decorum
- Holding himself / herself responsible for professional conduct
- Attending class and participating in Blackboard®
- Maintaining communication with service site and faculty mentor
- Refraining from use of cell phones/texting inappropriately

Classroom / Online Etiquette

Students are expected to be professionals and will be treated as such unless circumstances deem otherwise. Any behavior that impairs student ability to learn will not be tolerated (e.g., side conversation, cell phone use, electronic device use for activities not related to coursework). Laptops may be used during class for taking notes. Using laptops for other activities than taking notes causes a disruption to the class around you.

ONLINE (only if SoP switches to online): Your instructors and classmates want to generate a safe online learning environment. Please use appropriate online classroom behavior by reading the UTEP Netiquette Guide for Online Courses available at <https://www.utep.edu/extendeduniversity/cid/Files/docs/faculty-resources/student-orientation/NetiquetteGuideforOnlineCourses>.

Expectations of Students During Course

It is the responsibility of the **student** to monitor their progress during the course. Students should seek advice and assistance from the course facilitator as soon as they encounter any difficulty in the course.

Time commitment: Student course load will average approximately 6-9 hours/week (2-3 hours for every course credit hour). Students are expected to be present and actively participate in all online class sessions and Blackboard® activities/assignments. Online class attendance/participation may be taken at each class period.

For 2022, the service (outside of class) commitment would be outlined in Blackboard®.

COVID-19 Precautions

**If the course meets on campus during the semester, then all CURRENT public health precautions/measures should be taken. For up-to-date UTEP policies, please see: <https://www.utep.edu/resuming-campus-operations/?home>

Unique Dress Policy for Course

When guest speakers are present and individual/group presentations, students should dress business casual or UTEP school wear with nice pants/jeans.

Service-learning site/Community Engagement activity: When participating in Community-Engagement activities, students are representing UTEP and the School of Pharmacy. While wearing a name tag may not be appropriate, it would fine to wear business casual attire, orange/blue attire, or even nice UTEP shirt with jeans (depending on the event). If students are asked to sign-in or introduce themselves, students should realize that they are representing the school. (Note: community-engagement activities will often require a photo or “selfie” to document attendance).

Introductory Pharmacy Practice Experience (IPPE): See IPPE documents for dress code.

Evaluation and Grading Policy

Assignment of grades: The grade assignments will be determined as follows...

Type of Assessment	Total Points	% Grade
Exam #1	100 points	20%
Exam #2	100 points	20%
Assignments/Projects (graded)	100 points 1) <u>Zip Code Census Data (10)</u> 2) <u>Community Tour (individual) (30 pts)</u> 3) <u>Medication Access Cases (10 pts)</u> 4) <u>Community Competency Zip Code Presentations (10 pts)</u> 5) <u>Community Competency - Study Away and present (30 pts)</u> 6) <u>Community Museum, cultural activity, citizenship (10 pts) 2 hours</u> Lack of CORRECT citations will lead to immediate 10% deduction for each assignment.	20%
Health Literacy	50 points 1) <u>Health Literacy Part A (individual)-Newest Vital Sign (10 pts)</u> 2) <u>Health Literacy Part B (group)-Health Literacy Project (30 pts)</u> 3) <u>Health Literacy Critique & Readability (10 pts)</u>	10%
Discussion Boards or Assignments	Total: 50 points (2 Discussion Boards) Lack of CORRECT citations will lead to immediate 10% deduction for each assignment.	10%
IPPE/S-L Writing Assignment	Total: 100 points 1) Introduction (20 points) 2) Mid-Term (40 points) 3) Final (40 points) Lack of CORRECT citations will lead to immediate 10% deduction for each assignment.	20%
Community, Service-Learning and IPPE	Pass-Fail (See Blackboard and CoreELMS for specific worksheets to complete)	0%
Total	500 points	100%
Class Participation & Professionalism	0 points (up to 10% of grade may be deducted for poor course participation, patterns of tardiness, unprofessional behavior in community)	0%

Grade Assignment*: Grades will be distributed using the following scale.

A = 90 – 100%

B = 80 – 89%

C = 70 – 79%

D = 60-69%

F = < 60%

* The course coordinator may curve the grades to support student/skill acquisition and course success.

All assessments will be administered via ExamSoft®, unless noted otherwise.

IPPE Grade: Students must pass Didactic and Experiential (IPPE) components (for example: paperwork, hour documentation, etc) of the course to pass the course. If a student fails to pass the components, they fail the course and must follow UTEP School of Pharmacy remediation policy.

Course activities

- A. Discussions and Discussion Boards:** Online breakout group and discussion boards will be used to guide students through critically thinking about the material presented.
- B. Writing Assignments:** Individual assignments will be posted in Blackboard®. Students will be graded on quality of content (e.g., depth, use of specific examples) as well as grammar/style (e.g., word choice, word count, sentence variety, correct grammar) appropriate for the assignment prompt. Reflections that are submitted late will receive a letter grade drop for each day the submission is late. **The specific assignments and rubric will be provided to students via Blackboard® and in class.**
- C. Exams:** There will be two (2 exams) administered during the semester via ExamSoft®. Directions will be provided on Blackboard® and/or in class.
- D. Worksheets, Reflections, and Projects:** in the class are designed to achieve the learning objectives **Further directions will be provided on Blackboard® and in class.**
- E. Service-Learning, IPPE and Community Activity Hours** (See below for outline and on-line for details). Students are expected to engage in the community (safety appropriate) and complete IPPE hours in an assigned community pharmacy.

Questions Related to the Course and Grading/Exams

MATERIAL: In general, questions related to the overall course should be directed to the coordinator. **Content/topic-specific questions** should be directed to the content instructor within **five (5) business days** of the material being presented.

ASSIGNMENTS/EXAMS: Any questions concerning **assignments/exam grades** should be discussed with the **course coordinator within five (5) business days** after the grades have been posted.

REGRADE REQUEST: Regrade requests for assignments or exams should be made within **five (5) business days** of the posting of the grades in writing via Blackboard® email to course instructor **and** coordinator. Requests regarding regrading will not be entertained after this period (unless excused absence due to extenuating circumstances or faculty coordinator).

EXAM-RELATED Technology and Guidance:

Please refer to the UTEP School of Pharmacy Student Handbook for guidance for exams (online/remote as well as on campus) <https://www.utep.edu/pharmacy/current-students/current-students.html>

Online Assessment Requirements:

This course requires the use of **ExamSoft® and CORE ELMS®**. Students are responsible for creating their online login within the first week of class. It is the student's responsibility to maintain access to a reliable internet connection (with the rare exception of when UTEP's systems are down).

If students cannot access your online account, please contact **Adrian Enriquez** (aealonso@utep.edu), to resolve this issue **within five (5) business days of the first day of class**. Students are responsible for ensuring they have access to the online assessment system. Mr. Enriquez is **NOT available** for questions or laptop failures/requests **after business hours or on weekends**.

Electronic exams that need to be **downloaded and should occur at a minimum of 2 hours prior to the examination** as outlined in the UTEP Student Handbook guidance for exams.

Missed Quizzes / Exams / Assignments – Excused/Unexcused Absences

Only students who miss an exam, quiz or an assignment due date as a result of an **excused absence** will be allowed to make-up the missed assignment or assessment. Students should consult the UTEP School of Pharmacy **Student Handbook** for definitions and examples of excused absences.

- The course coordinator **MUST** be notified on the day of the exam for the student to be excused from that exam for an **emergency**.
- In the case of **religious holidays**, the student **MUST** notify the course coordinator **10 business days prior** to the exam. Students should not assume that they can miss an exam for vacation or other personal conflicts.
- Any excused absence from an exam for **health reasons** must be documented with a note from an appropriate health professional.
- Any unexcused absence from an exam will result in a grade of zero for that exam.
- *****IPPE*****Any unexcused absence from an IPPE will result in a failure of the course in accordance to the Student Handbook.

NO make-up examinations or quizzes will be given for an UNEXCUSED ABSENCE.

NO make-up pop quizzes will be given.

NO late assignments will be accepted for an UNEXCUSED ABSENCE.

The course coordinator will determine the time and date for a make-up exam, which will occur before the final exam period. If the student is unable to attend either the original exam or the make-up exam, the course coordinator is not required to provide additional opportunities for the student make-up exam. The format of the make-up examination is at the discretion of the course coordinator, and may include any question type including, but not limited to, open-ended questions, an essay examination, or oral examinations.

General Statement about Course Policy

The syllabus is subject to change to meet course needs, especially if there are unexpected disruptions or changes in class size, resources, etc. The most updated syllabus can be found on the course Blackboard shell. It is the student's responsibility to review the syllabus periodically for updates.

See UTEP SoP Common Syllabus for additional information on Course Policy.