

**Course Syllabus- Spring 2020**  
**DRSC 1301**  
**Introduction to Rehabilitation Sciences**  
**The University of Texas at El Paso**

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**Course Number:** DRSC 1301

**Course Title:** Introduction to Rehabilitation Sciences

**Catalog Course Description:** Exploration of role of various rehabilitation professions within the United States health care system, including educational requirements, professional expectations and practice sites. Rehabilitation professions career planning with review of current employment opportunities and workforce trends. Introduction to linguistic and cultural diversity and the influence of socio-cultural factors on the role of health care professionals.

**Course Prerequisites:** Admission to the Bachelor of Science in Rehabilitation program or department approval.

**Semester Credit Hours:** 3

**Class Schedule:** Tuesday and Thursday from 9:00am to 10:20am

**Class Location:** Undergraduate Learning Center 342

**Faculty:** Carolina Valencia, PhD

**Contact:** [cvalencia4@utep.edu](mailto:cvalencia4@utep.edu)

**Office Location:** HSN 488

**Office Hours:** Monday 10:30-11:30 and Wednesday from 10:00 to 11:00, or by appointment.

**Recommended Readings:**

**Textbook:** Stanfield, Peggy, Hui, Y.H., *Introduction to the Health Professions* 7<sup>th</sup> edition, Sudbury, MA:Jones and Bartlett Publishers, 2008.

Additional readings will be provided to students electronically or in hard copy. Weekly articles, monographs, reports and web-based presentations will be assigned. Students are required to read these and be prepared to discuss them during class. Students are expected to research and find resources required for assignments.

**Format:** The course is interactive format where faculty will provide a structure and format for class sessions and students are expected to come prepared, make an active, significant contribution to the discussions. Students have the responsibility for demonstrating their knowledge of assigned readings which are expected to be completed PRIOR to the session assigned. The course also includes several student

presentations and in-class activities. A key element of your experience in this course will be collaboration with other students. You will be a member of a team, and all of your team-based work will take place in class.

**Blackboard:** The electronic platform for this course will be Blackboard. Students are responsible for checking Blackboard daily for course announcements and updates through the **my.utep.edu portal**. Blackboard is the main source of communication between faculty and students. Students are encouraged to access this site daily. Course syllabus, calendar, topical outline of scheduled lectures, and assigned readings are posted on this site. Grades will be made available ONLY through this site. Important announcements for this class will be sent through “Blackboard announcement” and will go directly to your email. **Please check your email every day for any communication.**

### **Course Goals:**

1. Introduce students the range of career opportunities in the rehabilitation professions, the educational requirements and practice environments.
2. Help students develop a working knowledge of strategies to succeed in the university environment, common elements and requirements of health/rehabilitation professions education, and the context in which health professionals are educated and evaluated, including preparing for professional licensure, certification and meeting clinical education/ fieldwork requirements.
3. Help students develop an awareness of professional behavior.
4. Identify and use tools that will assist students in making future career choices.
5. Assist students to assess their readiness and career development needs for entering a health/rehabilitation profession.

**Learner Objectives.** By completing the class, the learner will be able to:

1. Describe roles of professionals in various rehabilitation professions
2. Assess current employment opportunities in the rehabilitation professions.
3. Find and share current literature relevant to one’s field or professional goals that relates to a current issue in the health or rehabilitation professions.
4. Using established university career exploration resources, assess interests and aptitude for various rehabilitation professions.
5. Summarize similarities and differences between health professions educational requirements and other higher education fields in preparing for a career in a health/rehabilitation profession.
6. Assess readiness for a particular health/rehabilitation professional education program and establish a plan to address areas of need.
7. Complete a group project on a current health/rehabilitation professions issue, including a paper and a class presentation.

## Course Assignment Descriptions:

**Assignments.** The following assignments will be required as part of this course:

A. Quizzes (4) (10%)

B. Career Aptitude Test with reflection (5%)

<https://www.yourfreecareertest.com/career-tests/health-career-test/>

Please submit through Blackboard your test results in PDF (Go to “print”/save as PDF).

C. Midterm Examination (15%)

D. Student led topic presentation.

The student led presentations will be expected to last a minimum of 15 minutes and a maximum of 25 minutes. This time includes the presentation, discussion, and question/answer period. There is no standard format for the presentations, but students are encouraged to use methods that appeal to a wide range of learning styles and have fun (within reason while remaining professional). The students are expected to find and discuss at least 1 **journal articles relevant to their topic (for example: pathology, treatment approach, interdisciplinary rehab process, robotics in rehab, etc.)**. A brief summary of the presented topic/career should be submitted the same day of the student’s presentation (one summary per group). The focus is to enable the class to better understand the main health/rehabilitation topic.

Students should work in groups (based on career preference or topic preference). Each member of the group will receive the same grade only if the group is balanced in knowledge, work, and engagement. Grading criteria include 1) Technical aspects of the presentation adhered to guidelines provided in class; 2) Oral presentation demonstrated appropriate skills discussed in class; 3) Content of presentation included a review of relevant journal article and specifics for the career choice 4) Creativity and originality; and, presenters facilitated class participation and/or discussion 5) use of clinical relevant data. Grading will be on a 0-5 scale for each criterion. Failure to adhere to the time to present of 15-25 minutes will result in a reduction of at least 10% in the score for the group. The instructor will be available for consultation on presentation outside of class time. The goal is to create a student initiated presentation, not an instructor-dictated presentation

- Written materials, 2 page summary (group grade) (5%)
- Presentation (group grade) (20%)

E. Self-assessment of career of interest: 3-page (not including cover page or citations) individual paper, interest for a health/rehabilitation career, what you have learned this semester from your future career, **background** /foundation (citations mandatory) including an individual development plan (long term goals, short term goals, strengths and weaknesses) (20%).

F. Final Examination (15%). Comprehensive final examination.

G. ICF model Project (5%).

H. Team Member Performance (3%). Because your work in your teams is crucial to your success in this course as well as that of your teammates, you will be held accountable for your contribution to your team. Your team members will give you feedback on your performance twice during the semester.

I. Full Value Commitment (FVC)/ Petition to Fire a Team Member Form (2%)

**Class Participation.** Active participation in this course is very important. Students should be prepared to come to class to discuss, answer questions, and participate in all class activities.

**Note: Participation** is a key part of this course. Each day of unexcused absence will result in a 1-point (1%) reduction in the overall course grade. Each incident of tardiness/leaving early resulting in missing more than 30 minutes of the class session will result in a one-point (1%) deduction from the overall course grade.

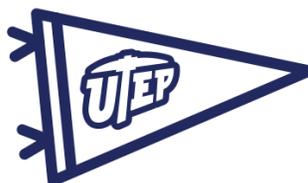
**Grading Scale:**

Grading Scale:	
A	> 90 %
B	80-89 %
C	70-79 %
D	60-69%
F	< 60%

Letter grades based on this distribution will then be assigned each student.

**Course grades will be calculated using the following weights (check your “Weighted Total” column in Blackboard) :**

Assignment	Weight of Assignment
A. Quizzes (4)	10%
B. Career Aptitude Test and reflection	5%
C. Midterm examination	15%
D. Students Topic Presentation- Written summary	5%
- Presentation	20%
E. Self-Assessment of Career of interest paper	20%
F. Final Exam	15%
G. ICF model project	5%
H. Team Member Performance	3%
I. Full Value Commitment (FVC)/ Petition to Fire a Team Member	2%
<b>Total</b>	<b>100%</b>



**COURSE SCHEDULE:**

<b>Week</b>	<b>Date</b>	<b>Topic/ Class Activity</b>	<b>Reading Assignment (subject to revisions)</b>
Week 1	1/21	Introduction Course Requirements	Syllabus
	1/23	Overview of U.S. Health Care Societal Needs and Trends	Stanfield, Chapter 1
Week 2	1/28	Health Services <b>Career Planning</b>	Stanfield, Chapter 2 Stanfield, Chapter 7 Go to Website: <a href="https://explorehealthcareers.org/">https://explorehealthcareers.org/</a> <a href="https://www.usa.gov/jobs-careers">https://www.usa.gov/jobs-careers</a> <a href="http://www.careers.org/occupations">http://www.careers.org/occupations</a> and review students profiles and professional profiles.
	1/30	<b>Determinants of Health</b>	
Week 3	2/4	Careers in Medicine (Physicians, Physician Assistant) Complementary and Alternative Medicine <b>Dr. Francisco Morales</b>	Stanfield, Chapter 9, 10
	2/6	<b>Disability and ICF model</b>	<a href="https://www.cdc.gov/nchs/data/icd/icfoverview_finalforwho10sept.pdf">https://www.cdc.gov/nchs/data/icd/icfoverview_finalforwho10sept.pdf</a>
Week 4	2/11	Careers in Diagnostic Imaging, Therapeutic Radiology Clinical Laboratory Sciences	Stanfield, Chapters 26, 27, 29 <b>Career aptitude Test and reflection Due (Submission through Blackboard in PDF format)</b>
	2/13	Careers in Nursing <b>Guest Speaker</b> TBA	Stanfield Chapters 11, 32
Week 5	2/18	<b>Careers in Physical Therapy,</b> <b>Guest Speaker</b> <b>Dr. Alvaro Gurovich</b>	<b>ICF model Project Due (Submission through Blackboard)</b> Stanfield, Chapter 17
	2/20	<b>Rehabilitation in VA system</b> <b>Guest Speaker</b> TBD	
Week 6	2/25	Review/Activity	<b>Completion of Full Value Commitment (FVC)/ Petition to Fire a Team Member Form</b>
	2/27	Careers in Occupational Therapy Guest speaker TBA	Stanfield, Chapter 18
Week 7	3/3	<b>Mid-term Examination</b>	
	3/5	<b>Activity</b>	Blackboard Readings
Week 8	3/10	<b>Advising Session</b>	
	3/12	<b>Presentations/progress</b>	

Week 9	3/17	<b>SPRING BREAK</b>	
	3/19	<b>SPRING BREAK</b>	
Week10	3/24	Careers in Speech Language Pathology Guest Speaker TBD	Chapter 16
	3/26	Careers in Rehabilitation Counseling Guest Speaker <b>TBD</b>	Chapter 20
Week 11	3/31	Careers in Social Work Guest Speaker TBD	Chapter 21
	4/2	<b>Career Center</b>	<b>First Team Member Performance</b>
Week 12	4/7	Aging and Health	Chapter 4
	4/9	Careers in Public Health <b>Guest Speaker</b> <b>TBD</b>	
Week 13	4/14	<b>Presentations/progress</b>	
	4/16	<b>Group Presentations and presentation summary due</b>	<b>Self-Assessment of career of interest Due (Submission through Blackboard)</b>
Week 14	4/21	<b>Group Presentations and presentation summary due</b>	
	4/23	<b>Group Presentations and presentation summary due</b>	
Week 15	4/28	<b>Group Presentations and presentation summary due</b>	
	4/30	<b>Group Presentations and presentation summary due</b>	
Week 16	5/5	<b>Group Presentations and presentation summary due</b>	
	5/7	<b>Last day of classes</b>	<b>Second Team Member Performance</b>
Week 17	5/12	<b>Final Exam</b> <b>10.00 am – 12:45pm</b>	From Office of the Registrar

\*Course schedule is subject to change as the professor deems necessary

## Conduct of Examinations:

- All examinations are **closed book, closed notes, in class, unless otherwise specified**. You are only to bring a pencil to the examination room.
- All exams are computer-based exams. Please bring your computer updated and with Lock Down Browser installed.
- Seating, when assigned must be followed.
- All examinations and test-related materials are copy-righted and remain the property of the UTEP/Course Director and must be returned to the proctors at the conclusion of the examination.
- **Lateness to examinations: A student arriving 5 minutes late to an examination will not be permitted to sit for the examination. Lateness for more than 5 minutes will result in a grade of 0 (Zero).**
- Make-up examinations are not given. If you miss an examination for a legitimate reason (such as illness, death in the family, participation in a college sponsored activity), then your comprehensive final examination will be counted extra to compensate for the missed work. If you miss an examination without a legitimate reason, a grade of 0 will be recorded for that examination. If you know you will be missing an exam date due to a college-sponsored activity, you may arrange to take the exam in advance.
- Students are not allowed any electronic devices such as mobile phones, Blackberries, iPhones, smart watch, earbuds, etc. during an examination.
- Students are not allowed to wear hats during an examination.

## Assignments

Assignments are due by 11:59pm (MST) on the due date calendar/course schedule. Assignments will not be accepted after the due date. **Assignments submitted in a different way than submission platform (Blackboard) will not be accepted** (DO NOT SEND ATTACHEMENT TO THE INSTRUCTOR). The only exception is with extenuating circumstances or events that have been discussed with the instructor **PRIOR** to the deadline.

## Quizzes

Quizzes will be available for a specific timeframe (as indicated by the instructor through Blackboard announcements). Late quizzes will not be accepted, If you miss a quiz, a grade of 0 will be recorded for that quiz. Please note—in order to ensure the integrity of the quizzes, there will not be any “question specific” feedback given. The feedback will be given as an overall discussion. If you would like specific feedback based on your quiz responses, please contact the course faculty for an appointment to review your quiz.

## Class Policies

**Attendance Policy:** It is university policy that all students attend ALL scheduled classes and the final class session. **Attendance will be taken at each class.** Students are advised that pets, family, work and early vacation plans are not excuses for continual lateness, absences or missed exams and assignments. When a student registers for a course, it is assumed that she/he has made arrangements to avoid such conflicts.

**Policy on Electronic Devices In Class.** Use of personal laptops, cell phones, and other wireless devices (PDAs, MP3 players, SmartPhones etc.) is not permitted during this course. The necessity of classroom discussion and other interaction in this course negates the usefulness of laptops as a note-taking device. The use of personal laptops and other electronic devices is also distracting to your classmates and instructor so do not bring these to class or turn them off before coming to class.

**Notice of Policy on Cheating.** Students are expected to be above reproach in all scholastic activities. Students who engage in scholastic dishonesty are subject to disciplinary penalties, including the possibility of failure in the course and dismissal from the university. "Scholastic dishonesty includes but is not limited to cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another student, any act designed to give unfair advantage to a student or the attempt to commit such acts." Regent's Rules and Regulations, Part One, Chapter VI, Section 3.2, Subdivision 3.22. Since scholastic dishonesty harms the individual, all students, and the integrity of the University, policies on scholastic dishonesty will be strictly enforced.  
There are NO open books quizzes/exams on this course

### **From the UTEP Dean of Student Affairs**

(<http://studentaffairs.utep.edu/Default.aspx?tabid=4386>). It is an official policy of university that all suspected cases or acts of alleged scholastic dishonesty must be referred to the Dean of Students for investigation and appropriate disposition. Any student who commits an act of scholastic dishonesty is subject to discipline. Scholastic dishonesty includes, but is not limited to cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts. "Cheating" includes:

1. Copying from the test paper of another student, engaging in written, oral, or any other means of communication with another student during a test, or giving aid to or seeking aid from another student during a test;
2. Possession and/or use during a test of materials which are not authorized by the person giving the test, such as class notes, books, or specifically designed "crib notes";
3. Using, obtaining, or attempting to obtain by any means the whole or any part of non-administered test, test key, homework solution, or computer program; using a test that has been administered in prior classes or semesters but which will be used again either in whole or in part without permission of the instructor; or accessing a test bank without

instructor permission;

4. Collaborating with or seeking aid from another student for an assignment without authority;
5. Substituting for another person, or permitting another person to substitute for one's self, to take a test; and
6. Falsifying research data, laboratory reports, and/or other records or academic work offered for credit;

*Plagiarism* means the appropriation, buying, receiving as a gift, or obtaining by any means another's work and the unacknowledged submission or incorporation of it in one's own academic work offered for credit, or using work in a paper or assignment for which the student had received credit in another course without direct permission of all involved instructors. NOTE: This includes cutting-and-pasting and photocopying from on-line and other material.

*Collusion* means the unauthorized collaboration with another person in preparing academic assignments offered for credit or collaboration with another person to commit a violation of any provision of the rules on scholastic dishonesty. If you are found to be cheating or plagiarizing, you will be subject to disciplinary action, per UTEP catalog policy. Refer to <http://www.utep.edu/dos/acadintg.htm> for further information

**Special Accommodations:** I will make any reasonable accommodations for students with limitations due to disabilities, including learning disabilities. Please see me personally before or after class in the first two weeks or make an appointment, to discuss any special needs you might have. If you have a documented disability and require specific accommodations, you will need to contact the Center for Accommodations and Support Services in the East Union Bldg., Room 106 within the first two weeks of classes. The Center for Accommodations and Support Services can also be reached in the following ways:

Web: <http://sa.utep.edu/cass/>

Phone: (915) 747-5148 voice or TTY

Fax: (915) 747-8712

Any errors in the above syllabus are subject to correction and all course requirements are subject to revision. Students will be notified in writing of all changes made to this syllabus.

### **DRSC 1301 Full Value Commitment**

Working in teams is only effective and enjoyable when everyone contributes equally, consistently, with quality, and fully commits to working together. A Full Value Commitment (FVC) is an agreement among team members. Its purpose is to set the tone and foundation for interaction between the team members for the entire semester. It is your task to develop a FVC for your team. You must also create the consequences if someone does not adhere to the agreement. Show that everyone in the team agrees with the rules and the consequences of not adhering to the rules by signing at the bottom of the document.

Here are some example rules and consequences your colleagues from Kinesiology created in previous semesters to help you get started.

#### **Full Value Commitment**

1. Be punctual, always give 100% and attend all class sessions
2. Let group know ahead of time when you will be absent or if a problem arises
3. Work hard, cooperate, and do your part of the work as best you can
4. If you can't get it done contact your team and ask for help
5. Stay focused on the subject in class, don't daydream
6. Be prepared and pro-active
7. Be open to receive and provide constructive criticism to everyone
8. Be open minded to the other team members ideas and value their contribution
9. Be reliable and make sure you are well prepared
10. Respect all team members and value each other's ideas and opinions without judging them
11. Be honest
12. Try to create consensus and agreement among team members. Criticizes ideas, not the person, integrates members' ideas with what is known, Asks for rationale and justification, probes and asks complex questions
13. Never interrupt a person when s/he is giving an idea or thought
14. No put downs through humiliating remarks or body language; show respect for others' ideas and opinions
15. Set team goals and pursue them
16. If you are assigned to do something, do it and don't procrastinate
17. If you have a problem with a group member, bring it up and have a group discussion; Describe positive and negative feelings; don't make assumptions
18. Turn off beepers and cell phones
19. Contribute ideas frequently
20. Encourage and ask for participation from others
21. Summarize and integrate different ideas from team members
22. Check for understanding with other team members
23. Relate new info to what has been learned or was known
24. Give direction to the team's work and keep members on task

#### **Consequences of not adhering to your commitment**

1. If a team member did not provide substantively to an assignment s/he won't receive credit for assignment.
2. If a team member breaks any of the parts in the FVC s/he given a verbal feedback.
3. After one excused incident, the team member will again receive feedback and encouragement to change the negative behavior
4. Upon the third incident, the professor will be informed and requested to intervene.
5. If one cannot contribute as expected one should remove oneself from the team and drop the class.
6. If a team member's behavior is completely unacceptable in the opinion of the rest of the team s/he can be removed from the group.
7. The team member will receive only partial credit if s/he only contributed partially to an assignment. This is to be determined by the rest of the team.
8. If a team member comes unprepared to a meeting, she or he will have to bring a healthy snack for the entire team for the next meeting.
9. If a team member did not complete a task he was supposed to have completed, he will have to come up with the punishment and the entire team must agree with them.

## TEAM CONTRACT

**Team Name:** \_\_\_\_\_

1. Create what you believe to be the *most important behaviors* an excellent team member should display. Write these in “Expected Behavior”. You may create fewer than 8 expected behaviors if the entire team agrees.
2. Then discuss what the consequences will be if a team member does not adhere to the expected behaviors. Write these in next table.
3. All team members must sign the form and a copy will stay in your Team Folder.

<b>Expected Behaviors</b>
1.
2.
3.
4.
5.
6.
7.
8.

<b>Consequences of Team Members not Living up to Expected Behaviors</b>
1.
2.
3.
4.

### Team Members Signatures

1. \_\_\_\_\_ 2. \_\_\_\_\_  
3. \_\_\_\_\_ 4. \_\_\_\_\_  
5. \_\_\_\_\_ 6. \_\_\_\_\_

**Petition to Fire a Team Member**

As a team you can use this petition to request that a member be fired from your team for clearly stated reasons concerning the behavior of that person. Unanimous agreement among all other members is required before the process can be started. If all remaining members agree unanimously that one member should be fired, the following actions will need to be taken.

- 1) The team will present the petition in person to the rest of the class. They will give clear evidence and logical reasons as to why the member should be removed from their team, including a complete and accurate list of violations of their FVC.
- 2) Following the team's presentation, the member whose removal is being petitioned will have an opportunity to respond to the petition.
- 3) Following these presentations each member of the rest of the class will vote anonymously to accept or reject the petition. A majority of 66% is needed to approve the petition. Any percentage less than 66% leads to rejection of the team's petition.
- 4) If the petition is rejected, the member in question has to remain on the team and the team will have to develop a written agreement that will function as a contract and will be signed by all members.
- 5) If the petition is accepted by the class, the member in question loses his or her membership on the team.
- 6) The removed member can request to be adopted by another team. S/he may select the team s/he wants to join. The team must unanimously accept the request. One dissenting voice leads to rejection of the request.
- 7) If none of the remaining teams will unanimously accept the member, this person will not receive the Team grade scores and will have to complete the class outside any team, or may drop the class.

On this date \_\_\_\_\_ we,

\_\_\_\_\_, \_\_\_\_\_  
\_\_\_\_\_, \_\_\_\_\_  
\_\_\_\_\_, \_\_\_\_\_

petition that \_\_\_\_\_ be removed from our team for the

(name of student)

following reasons:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Attached are the violations of our Team FVC.

## Assessment of Student-Led Topic Presentation

Date of Presentation: \_\_\_\_\_

Career/Title of presentation: \_\_\_\_\_

Presenters: \_\_\_\_\_

Please rate the presentation using the following criteria based on a 0-10 point scale  
(0=poor/unacceptable; 10= excellent/outstanding)

- 1) Presentation adhered to guidelines provided in class
- 2) Presentation style was clear/understandable and demonstrated originality/creativity
- 3) Presentation was based upon information that was accurate, included different sources, and included specifics for the career choice (content)
- 4) Presenters facilitated class participation and/or discussion
- 5) Presentation included an application and/or tie-in to use with clinically relevant data

***Please answer the following two questions in 1-3 sentences:***

- 1) *What did you find as the most interesting/useful portion of the presentation?*

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- 2) *What do you think could have been done to improve this presentation (content or presentation style related)?*

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## SELF-ASSESSMENT GRADING SCALE

<b>RATING</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>Score</b>
<b>Articles/Original work</b>	Information is supported from multiple, research-based sources.	Information is supported from multiple sources.	Information is supported from a limited number of sources.	There is no support from literature. Or, the information was copied a 0 (zero) in the overall assignment will be assigned- <b>ACADEMIC DISHONESTY</b>	
<b>What you have learned from your future career</b>	Well incorporated, demonstrates logical sequencing and structure.	Incorporated, but demonstrates illogical sequencing or structure.	Student mentioned, but is not incorporated in the self-assessment.	Student did not incorporate it.	
<b>Background/Foundation</b>	Detailed conclusions are reached from the evidence offered. Support for chosen health care career	Conclusions are reached from the evidence offered.	There is some indication of conclusions from the evidence offered.	No conclusions are made from the evidence offered.	
<b>Inclusion of Individual development plan</b>	Well incorporated, demonstrates logical sequencing and structure.	Incorporated, but demonstrates illogical sequencing or structure.	Student mentioned, but is not well described and demonstrates illogical sequencing	No utilization of development plan	
<b>Reference Sheet</b>	Information is cited properly using multiple, research-based sources.	Information is cited properly.	Information is cited, but has errors or does not use multiple sources	Information is not cited, or is cited incorrectly.	
<b>TOTAL POINTS</b>					

**Title page**

Should include the following information: Title of the Assignment, Submitted by Student's Name, Course Number and Name, Month, Day, Year of Submission (this page will not count on the overall 3 pages paper).

**Font**

Use size 12 Times New Roman font. This includes the title page, headings, subheadings, references, and any other pages in the document. Use only black color.

**Indenting**

All paragraphs are to be indented a full ½ inch.

In addition, numbered and bulleted lists should also align with the ½ inch indent requirement with the number or bullet being indented ½ inch following by the text of the information.

**Text Alignment**

Use only left margin alignment for all writing.

**Line Spacing**

Use only double line spacing throughout your paper.

**Page Numbering**

Page numbers should be placed in the upper right corner of the HEADER row.

The page numbers must be the same font size and style as the paper so once you insert the page number, highlight it and reset the font to size 12 Times New Roman.

**Margins**

Margins provide a frame for your paper. The margins for all papers should be 1 inch on the top, bottom, and both sides.

**References**

The references should be placed on a separate page (this page will not count on the overall 3 pages paper).