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2023

Critical Issues in Community Health course at Kingsborough CC (COH 1200) - Fall 2023

Jose Nanin

CUNY Kingsborough Community College

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City University of New York (CUNY)
Kingsborough Community College
Department of Health, Physical Education, and Recreation
Community Health Program

FALL 2023

[Fall Session A – 12 weeks]



COH 1200
Critical Issues in Community Health

Dr. José Nanín
Professor & Co-director, Community Health
Director, Health Sciences Program

Section 01 (#12619) – FULLY ONLINE



(Image from "The Community Guide (2019)," available on USA.gov)

Days: First *online* session: **Friday 9-8-23**

- ***New online sessions*** will be available on Mondays starting 9-11-23 until 12-10-23.
- ***Final exam (slide presentation)*** - available on Tuesday 12-12-23 and due on Monday 12-18-23.
- **IMPORTANT NOTES:**
 - This course fulfills the **Civic Engagement Experience** graduation requirement.
 - This *section* counts towards the **Writing Intensive** graduation requirement.
(*Writing intensive sections are only offered during the 12-week Fall and Spring semesters.*)
 - This course fulfills a requirement for the major in **Community Health**. It may also fulfill elective requirements for other majors.

Office Hours - Refer to *Virtual Office Hours* tab on Blackboard.

Dr. Nanín's Contact Information:

- **Email:** jnanin@kbcc.cuny.edu

Course Description

This course examines the leading causes of morbidity and mortality in the United States and the corresponding community and environmental factors that, in addition to lifestyle, play a crucial role in the causation, management, and prevention of disease. Students will evaluate the role of ethical, political, social, economic, legal, geographic and scientific issues underlying today's health problems. We will also look at the inter-related roles of individuals, families, communities, institutions, and governments in determining health status and addressing risk factors. We will review key community-level challenges to public health: causes, consequences, and impact.

Students will learn about the role of families, groups, organizations, communities and public policy in the prevention or management of major community/public health problems through reading, writing, online library research, presentation development, and online discussions. In addition, bar graphs, charts, and readings from recent World Health Organization (WHO), Centers for Disease Control and Prevention (CDC), New York State Department of Health (NYS DOH), and New York City Department of Health and Mental Hygiene (NYC DOHMH) publications will be used to think critically about eliminating health disparities in NY, the US, and other countries.

Students will study and choose a *health disparity*¹ (as described in a NYC, NYS, US, or global governmental publication) that requires a reduction in the incidence of the disease/condition and the risk factors that exist in the specific communities. Examples of health disparities are obesity, COVID-19, lead poisoning, diabetes, HIV, and violence, among others. Some communities affected by health disparities include African Americans and people of African descent, Latino/Latinx communities, Native Americans, immigrants, adolescents, women, LGBTQ+ communities, low-income/poor populations, among others.

Over the course of the semester, students will access, evaluate, and collect appropriate sources, e.g., scholarly articles, newspapers, and web sites. Students will review and present what they have learned about current community/public health disparities through their discussion board assignments and responses on the final exam.

Course Goals and Objectives

This course is designed to fulfill student learning goals at Kingsborough Community College. These goals include the practice and enhancement of effective communication skills, critical thinking, quantitative reasoning, and technological skills, as well as the ability to use tools and resources to acquire learning. In order to support student mastery of these goals, the following student learning objectives and assignments have been created for the course.

By the end of this semester, students will be able to:

- *evaluate the political, socioeconomic, and scientific issues underlying health problems;*
- *explain the impact of racism and prejudice on creating health disparities;*
- *navigate online scholarly resources (including library databases);*
- *evaluate and collect articles from credible online information resources;*
- *summarize and synthesize their resources;*
- *analyze and interpret graphs and tables;*
- *explain the role of families, groups, organizations, communities and public policy in the prevention or management of major community/public health problems; and,*
- *propose ideas for a community-wide health education/health promotion program.*

¹ Healthy People 2020 defines a *health disparity* as “a particular type of health difference that is closely linked with social, economic, and/or environmental disadvantage. Health disparities adversely affect groups of people who have systematically experienced greater obstacles to health based on their racial or ethnic group; religion; socioeconomic status; gender; age; mental health; cognitive, sensory, or physical disability; sexual orientation or gender identity; geographic location; or other characteristics historically linked to discrimination or exclusion (U.S. Department of Health & Human Services, 2010).

Since this is also a *Civic Engagement Experience* course, by the end of this semester, students will also be able to:

- *examine the importance of behaving ethically and with due sensitivity towards social, cultural, economic, environmental, and academic issues; and,*
- *understand the individual's role in working towards equity.*

Required Reading Materials and Resources

- Mettey, A., Garcia, A., Isaac, L., Linos, N., Barbot, O., & Bassett, M.T. (2015, October). *Take Care New York 2020: Every Neighborhood, Every New Yorker, Everyone's Health Counts*. New York City Department of Health and Mental Hygiene. (booklet available for free online at <https://www1.nyc.gov/assets/doh/downloads/pdf/tcny/tcny-2020.pdf>; *also available under "Content" tab on Blackboard*)—**DOWNLOAD AND PRINT OUT or PUT ON YOUR TABLET/COMPUTER IMMEDIATELY**
- Internet access on campus, at home, or at work (or anywhere else) for use of **Blackboard**

Final Grade Determination (Total points = 1000 [equivalent to 100%]):

- | | |
|---|----------|
| • Discussion posts | 600 pts. |
| • Quizzes (2) (Due date posted on BB) | 100 pts. |
| • FINAL EXAM: PowerPoint (slides) presentation (Due date posted on BB) | 300 pts. |
| • | |

--**Discussion Board posts (600 points):** Discussion boards will be made available on BB each week so you can give feedback on the videos and readings you do as well as answer questions to make you think about important topics. There will be 10-12 discussion boards available, with each one worth between 10-100 points, depending on the assignment. They need to be completed by the dates posted on Blackboard (BB). *You must write a minimum of 3 sentences to receive the minimum number of points.*

--**Quizzes (100 points):** Two (2) quizzes will be conducted on Blackboard. They will cover topics relevant to the material you are covering in the course..

--**Final Exam (100 points): Your final exam will be in the form developing a Power Point slide presentation (100 points).** You need to complete and submit your slide presentation on time according to the instructions posted on BB to receive a grade. The grade for your Power Point slides serves as your final exam grade.

Research Project and Power Point Presentation

Overview: For one of your last discussion board assignments, which is worth 100 points, you will learn and share information about a disease or health disparity affecting a specific community (geographic, gender, racial, ethnic, religious, economic, behavioral, or a specific group of people – Black/African-American/African-descent communities, pregnant women, LGBTQIA+ communities, prisoners, senior citizens, etc.) and propose ideas about how to address this health disparity. *You are encouraged to include information and concepts from any other health-related courses you are taking or have taken (HPE 1200, HE 1400, HS 4100, or COH 1100).*

You will have access to online library resources about conducting research online via the KCC/CUNY library portal. Contacting our KCC librarians will help you learn how to use library databases to access, evaluate, and synthesize valuable information about current health issues. You will need to use some of these resources for

“Your Research on a Health Disparity” discussion board assignment:

- o *reference book article*
- o *newspaper and magazine articles*
- o *journal article (abstract or full text) (from 2018 and forward)*
- o *web site from a credible source in the community/public health field*

Make sure you have identified some key words (e.g., the name of the disease or health condition you're interested in studying, the community or population it affects, etc.) for your topic that you can use in the library search for your several articles.

NOTE: Students who don't complete their FINAL EXAM (i.e., the PowerPoint slide set) on time will receive a grade of zero.

PowerPoint slides (100 points)

[MORE SPECIFIC INSTRUCTIONS WILL BE PROVIDED LATER ON IN THE SEMESTER. HERE IS A PREVIEW OF THE INSTRUCTIONS SO YOU CAN BE PREPARED TO KNOW WHAT TO DO FOR THIS ASSIGNMENT.]

- Use Microsoft Power Point. If you don't have this on your own computer, these software programs are available on KCC computers on campus for you to use. (You may also use Apple Keynote to prepare the presentation slides BUT you must save the file in PowerPoint format. **DO NOT USE GOOGLE SLIDES to prepare your slides.**)
- BEFORE YOU START DEVELOPING YOUR SLIDES:
 - o Make sure you have completed your online research activities and all your online assignments up to that point, **ESPECIALLY** the 100-point discussion board assignment on the health disparity you are researching as well as class readings, articles you collected about your topic based on what you learned in the library exercises, *articles you summarized for the online assignment* “PREPARATION FOR SUBMISSION OF POWERPOINT PRESENTATION”).
- ***REFER TO THE “WRITING POINTERS” DOCUMENT POSTED UNDER COURSE DOCUMENTS IN BLACKBOARD FOR GUIDANCE ON HOW TO CITE AND REFERENCE YOUR MATERIALS. YOU WILL ALSO HAVE A QUIZ ABOUT THIS TOPIC.***
- If you don't know how to use Microsoft PowerPoint or Apple Keynote, go to YouTube and look up videos on “PowerPoint 101” (from 2019 and later). These videos will give you quick lessons on how to prepare a set of PowerPoint slides. You may also email the Student Helpdesk by clicking [here](#).
 - o ***NOTE: Your PowerPoint slide set is due by the dates posted on Blackboard (BB). You are required to use the template and grading rubric that is provided to you on the Course Assignments page. DO NOT create a Power Point slide set with your***

own headings, topics, and subject matter. You will lose points for each slide that does not conform to the template.

- *You are strongly encouraged to ask for feedback from tutors in the Learning Center. They can help you complete your slide set.* They can be accessed by clicking [here](#).

Civic Engagement Experience - Discussion Board Assignment

Your last discussion board assignment requires you write an essay in which you will reflect on the work you have completed in the course as related to how you perceive your social responsibility in your communities. *Social responsibility can be defined as “actions by individuals or organizations in the interest of working towards an equitable society.”* Detailed instructions will be provided in the Blackboard assignment during last week of classes. Here’s a preview of the questions you must address in your post for this discussion board assignment are the following:

1. *What did you learn from this course that will help you understand the health disparities that exist in various communities?*
2. *Social responsibility can be defined as “actions by individuals or organizations in the interest of working towards an equitable society.” Briefly describe how this course, COH 1200, addressed social responsibility. You may reference any of your past assignments and/or class discussions in your answer.*
3. *Explain how this course, COH 1200, expanded your understanding social responsibility.*
4. *Thinking about COH 1200 and the information presented about social responsibility, how could you use this information to improve your community, address social problems, or promote equity (i.e., fairness and justice)?*

Advisement Contacts

All students are strongly encouraged to contact Dr. Nanín by email at least once during the semester. *This will help students succeed as Community Health majors and in all their COH courses* by providing you with an opportunity to discuss your progress to date and receive guidance and support. Students are also encouraged to contact a program advisor in the Health Sciences and STEM Advisement Academy at Health&STEM.Academy@kbcc.cuny.edu for academic advisement to plan their courses for quicker progress toward graduation and transfer to four-year colleges, like York, Brooklyn, Medgar Evars, and City Tech, among others.

Words To Know

Become familiar with these terms to assist you with your reading:

health disparity, life expectancy, morbidity, mortality, infant mortality rate, diagnosis, ethnicity, educational level, social class, prevention, gender, gender identity, sexual orientation, sexual identity, risk factor, cholesterol, smoking cessation, hypertension, malignant, neoplasm, cerebrovascular disease, HIV/AIDS, immunity, prevalence rate, incidence rates, PLUS terms on pages 22-23 of TCNY 2020.

Recommended Resources

- Textbook traditionally used in COH 1100 (Introduction to Community Health): McKenzie, Pinger, and Kotecki. *An Introduction to Community and Public Health* (2018, Eighth Edition, *or later editions*), Boston: Jones and Bartlett. (Used copies are always available at KCC Bookstore, as well as online bookstores; it is also available at the Reference desk of the KCC Library.)
- U.S. Department of Health and Human Services, Public Health Service: [Healthy People 2020/2030](http://www.healthypeople.gov/2020/default.aspx). Washington, D.C.: U.S. Government Printing Office, 2010/2020. Online at: <http://www.healthypeople.gov/2020/default.aspx> .
- Centers for Disease Control and Prevention, National Center for Health Statistics, [Health United States 2019](https://www.cdc.gov/nchs/data/hus/19-508.pdf). Online at: <https://www.cdc.gov/nchs/data/hus/19-508.pdf> .
- New York City Department of Health and Mental Hygiene, <https://www1.nyc.gov/site/doh/index.page>
- Guidelines from our Chief Librarian, Professor Arguelles regarding database research and citation... he can be contacted at carlos.arguelles@kbcc.cuny.edu .
- A college dictionary and medical dictionary, also use <https://www.dictionary.com>
- APA Style citation help: https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_overview_and_workshop.html

COURSE OUTLINE (subject to change)

- **Each Monday, check Blackboard for an online assignment pertaining to the course.**
- Course description and review of course project
- Critical health issues in the United States in general and specific communities, focusing on New York City using **Take Care NYC 2020 (TCNY 2020)**, the **2016 Preliminary Plan and related updates**
- Discussion of assigned readings
- Demographic, economic, social, environmental, political and behavioral factors in the development of these critical health issues
- Read, interpret, and discuss assigned readings.
- Address critical health issues using risk factors/barriers that influence them.
- Synthesize sources from your research for one of the last discussion boards
- Prepare for and take your final exam.

Course Schedule - subject to change by the instructor

Dates	Topics
ALL READING AND STUDY MATERIALS WILL BE PROVIDED TO YOU ONLINE.	
SESSION 1	WELCOME TO COH 1200 AND INTRODUCTIONS With Discussion question: <i>What is the main health problem you see occurring your community?</i>
SESSION 2	What is Take Care NY 2020?
SESSION 3	Exploring Health Disparities and the Impacts of Racism and Prejudice
SESSION 4	What is Healthy People 2030?
SESSION 5	CHOOSING YOUR RESEARCH TOPIC FOR THIS COURSE
SESSION 6	Making NY State Healthier
SESSION 7	Communities Putting Prevention to Work
SESSION 8	National and Global/International Research on your Topic
SESSION 9	Finding credible online information for your selected health issue ***PLUS*** Quiz on citing and referencing your sources [This quiz will assess your understanding of citing and referencing sources in your academic writing for community and public health and other social sciences. All citations and references are based on the APA (American Psychological Association) format, <u>NOT</u> MLA format that you may have learned in your English courses.]
SESSION 10	Discussion board assignment: YOUR RESEARCH ON A HEALTH DISPARITY
SESSION 11	Peer feedback on the Health Disparity Research Discussion Board assignment
SESSION 12	Last Discussion Board: Civic Engagement Reflective Assignment
FINAL EXAMS DAY	FINAL EXAM - SUBMISSION OF POWERPOINT SLIDES <i>Availability and completion deadline of the final exam for this course are provided on BB.</i>

IMPORTANT DATES:

Please note that the last day to officially withdraw from this course to receive a “W” grade is on the last day of classes, SUNDAY 12-10-23. ALL ONLINE ASSIGNMENTS AND QUIZZES MUST BE COMPLETED BY THEIR DUE DATES AS POSTED.

[FINAL EXAM DAYS for KCC are officially Tuesday 12-12-23 through Monday 12-18-23.](#)

Again, this course is conducted FULLY ONLINE. Because you can do most online assignments at your own pace (by the posted deadlines), holidays (e.g., religious holidays, Thanksgiving, MLK Day, President's Day, Memorial Day, Spring Break, Independence Day, Juneteenth) and important school dates (for example, days when a Wednesday is on a Monday schedule) do not affect the schedule of this course. You may access and review the Academic Calendar here: [KCC Academic Calendar](#)

BLACKBOARD (BB)

All course documents, exams, extra readings, quizzes, exams, and assignments are on BB.

**HAVE YOUR KCC USERNAME AND PASSWORD READY TO USE IMMEDIATELY!
THIS IS A FULLY ONLINE COURSE!**

**Questions regarding Blackboard and Student email?
Not sure how to get on to Blackboard?**

**Contact Student Help Desk by phone: 718.368.6679
or email HelpDesk@Student.Kingsborough.edu
or click here: [Blackboard Help](#)**

Computer matters

We will be using Blackboard for all components of this course, including all your reading materials and assignments. Make sure you have access to:

- PC or Mac with Internet access
- Access to KCC's Blackboard — if you have an access problem, call or email the Help Desk immediately! You cannot pass this course without online access to Blackboard.
- [Adobe Acrobat Reader](#) (preferably version 10 or above)— download it by [clicking here](#)
- Microsoft Word, which is available as part of the Microsoft Office Suite, a free download to students via your email accounts. [Click here](#) to start the download process.

If you need to borrow a computer or tablet as a KCC student, you may do so through the KCC Office of Student Affairs. Please [click here](#) for information.

Netiquette guidelines

“Netiquette” is a term used to refer to proper communication and behavior in an online environment. It is important you practice proper netiquette in any online course you are taking. [Click here](#) for a quick refresher video about how to properly address your professors and fellow students, how to communicate through email and discussion boards, and other matters that help make an online course safer and more comfortable for everyone.

Getting Into and Onto Blackboard

You must have your KCC user ID and password to get access to Blackboard. You can start using Blackboard as soon as you receive an email welcoming you to the COH 1200 course. Get your first assignments; begin to download readings, and to start posting your completed assignments in the “Discussion” section of the site.

We will be using the Discussion feature of Blackboard to post ideas and responses as well as sending emails to everyone using Messages under the Tools tab. Through the use of these features, everyone will be able to respond to everyone else with feedback, comments, or anything you feel is worth saying in response to the original person’s email message.

E-Mail and Discussion Board Protocol

Emails and discussion board posts are not texts. Write in complete sentences and full words. When sending emails to each other, including Dr. Nanin, make sure to type “COH 1200” in the Subject line of the email so people will recognize that it’s a course-related message. Send your emails from your KCC email account; many unrecognized email addresses may go to the “junk mail” folder and will not be read.

I will monitor emails throughout the week. If there is something really pressing that needs an immediate response, please make sure you say “URGENT” in your email subject line (I will do the same) OR send it to me at jnanin@kbcc.cuny.edu.

CUNY First

Having problems with registration or anything else related to the new CUNY First system?? Then use the following phone numbers for assistance:

1. Email support: 718-368-6679 or go online to <https://kbam.kingsborough.edu>
2. CUNY First Support: 718-368-6888

Or, if you’re on campus, go to these locations: L-106, L-107, M-200, and M-224.

CLASS RULES

Preparedness

Check Blackboard regularly for your assignments, on Mondays and Thursdays especially, as well as for important updates. Make sure you always have access to computers with Internet access. This course is completely online!

Homework

Check Blackboard on a consistent basis (i.e., at least twice a week). It is your responsibility to keep up with all assignments and to remember due dates.

Academic Integrity

“Plagiarism is passing off a source's information, ideas, or words as your own by omitting to cite them, an act of lying, cheating, and stealing. *Plagiarius* means kidnapper, in Latin, because in antiquity *plagiarii* were pirates who sometimes stole children: when you plagiarize, as several commentators have observed, you steal the brainchild of another. But since you also claim that it's your own brainchild, and use it to get credit for work you haven't really done, you also lie and cheat. You cheat your source of fair recognition for his or her efforts, and you cheat the students who have completed the same assignment without plagiarizing.”

(<http://people.brandeis.edu/~teuber/usemplagiarism.html>)

Plagiarism, if suspected, will be questioned; if found, will not be tolerated (Paper will be returned ungraded and assignment considered not done). *Please provide appropriate citations and acknowledgments for the work others have done.* You were smart to find it and to recognize its value; be even smarter and respectful: acknowledge your sources. Academic and personal misconduct by students in this class are defined and dealt with in accordance with CUNY/KCC policies.

*****Please [click here](#) for policy details about plagiarism and academic dishonesty on the KCC website.**

Disruptions

Please make sure to use appropriate language in your online discussions and emails.

Discipline

Instances of academic dishonesty or disruptive or inappropriate classroom behavior will be reported immediately to the Vice President of Student Affairs... **SERIOUSLY!**

Absences

Attendance is a “big deal” to me, to Kingsborough, and to CUNY. As per school policy, students who are absent more than 6 hours from class (i.e., not completing 6 online assignments) will be dropped from the course and receive a grade of WU. Please refer to the KCC Student Handbook [here](#) .

Please inform me if you plan to be off-line for more than a week (i.e., because of illness or an emergency). I just want to make sure that you are staying in the course.



Work Quality

Work that is not academically acceptable (e.g., scanned, emailed as handwritten document, messy, filled with various fonts, grammatical and spelling mistakes, and plagiarized) will be returned for rewriting. That work is considered late. See “*Lateness*” policy below.

Lateness Policy

As a courtesy to me and your fellow students, please do not be late with submitting your assignments. Regular lateness delays grading and disrupts the class flow; therefore, it is not acceptable.

You have up to one week after the deadline of an assignment to submit late work with points deducted.

Grades for online assignments that are submitted late will be reduced 2 points for each 10 points that an assignment is worth (e.g., 2 points reduction if assignment is worth 10 points, 4 points if assignment is worth 20 points, 8 points if assignment is worth 40 points, etc.). “Late” period begins immediately the day after the due date and is indicated on Blackboard as such.

After one week late, the assignment will no longer be accepted. If you do submit it after it is a week late, you will receive a zero as a grade. NOTE: *Unless I approve your lateness in advance (or medical documentation for your lateness is provided), I will NOT accept any assignments that are more than one (1) week late.*

Back Up Copies

Keep or be able to produce, if necessary, a copy of any written assignment you submit on Blackboard. Save your assignments on a flash drive or in a “cloud service” like Microsoft OneDrive (which is included with your KCC email or at <https://onedrive.live.com/about/en-nz/>), Dropbox (www.dropbox.com), or Google Drive (<https://www.google.com/drive/>).

Grades

I use Blackboard to enter your class grades and then Blackboard calculates your grades according to the sum of all points shown on page 2 and school grading policy. Those grades based on a sum totaling 1000 points will be converted to percentages to determine your final grade (e.g., a total of 918 out of 1000 will become a grade of 91.8%, equal to an A-). This means that, even if you get high grades on some major assignments, your grade will decrease if you don't do well on all required assignments.

97-100 = A+	87-89 = B+	77-79 = C+	67-69 = D+
94-96 = A	84-86 = B	74-76 = C	60-66 = D
90-93 = A-	80-83 = B-	70-73 = C-	59 or less = F

Emergency Contact

If you need to reach me, the easiest way is to email me at jnanin@kbcc.cuny.edu . As a last resort, call the Health, Physical Education, and Recreation department office: 718-368-5696.

Civility in the Classroom (including online courses)

KCC is committed to the highest standards of academic and ethical integrity, acknowledging that respect for self and others is the foundation of educational excellence. Civility in the offline and online/virtual classroom and respect for the opinions of others is very important in an academic

environment. It is likely you may not agree with everything which is said or discussed in the classroom, yet courteous behavior and responses are expected. Therefore, in this classroom, any acts of harassment and/or discrimination based on matters of race, gender, sexual orientation, religion, and/or ability are not acceptable. Whether we are students, faculty, or staff, we have a right to be in a safe environment, free of disturbance, and civil in all aspects of human relations. Rude and disrespectful behavior will not be tolerated. Having fun and getting really involved is strongly encouraged!

CUNY as Sanctuary

Statement from Professor Nanin and various other faculty at KCC and CUNY: *“As an educator, I fully support the rights of undocumented students to an education and to live free from the fear of deportation. If you have any concerns in that regard, feel free to discuss them with me, and I will respect your wishes concerning confidentiality. Furthermore, I am committed to resisting any and all attacks on immigrants, including threats of deportation, and will urge CUNY to serve as a sanctuary.”*

Diversity and Inclusivity

Professor Nanín is a current member and former co-coordinator of the [KCC Safe Zone program](#). The program is designed to address the issues faced by lesbian, gay, bisexual, transgender, and queer as well as questioning students, faculty, and staff. Its most concrete goal is to identify and educate campus members who will become Safe Zone Allies--a campus-wide network of committed individuals who serve as the first points of contact for those who need to speak to a caring person about LGBTQ issues. Behavior that is offensive and oppressive to LGBTQ and other groups will not be tolerated.

At KCC, we affirm all forms of gender expression and identities. If you prefer to be called a different name than I was given on the roster, please let me and your classmates know. Feel free to inform us on your preferred gender pronoun if you have a preference.

In addition, when you're on campus, gender-neutral bathrooms are located at these places: A117, A119, L303, L504, M436, T4 154, T8 108B, V211, and V212.

As previously mentioned, KCC is a Safe Zones campus, which means many faculty and staff specially trained to support you; when you're on campus, look for the Safe Zones labels on many office / department doors to know where they are. They can also be shown on syllabi as I have done below. For additional info, please [click here](#).



RESPONSIBILITIES OF THE STUDENT AND THE PROFESSOR

Professors, including myself, understand that there are legitimate reasons to discuss any issues with a student during the semester. Please read the following to minimize the need for these

conversations and to help make your participation in this course as smooth and productive as possible.

Before you ask any questions regarding course requirements and other related issues, ask yourself the following questions:

- 1) *Did I read the syllabus?*
- 2) *Do I have access to a reliable computer?*
- 3) *Did I submit all online assignments on time and access the online sessions regularly?*
- 4) *Did I participate in my online sessions on a regular and timely basis? (e.g., completed the readings, participated in online discussions, completed online assignments, etc.)*

If you answered any of these with a “NO”, please understand that you will have problems with completing the course and you will be at risk for failing the class or not getting a decent grade.

You must understand the following about your responsibilities in this course:

1. **Your grade is your responsibility, not the professor’s.** You must keep track of your progress in the course using the requirements outlined in this syllabus. Don’t ask the professor: “How am I doing in this class?” In addition, making statements such as “I need to get an “A” because a) “I want to transfer to a good school,” b) “I need to get a scholarship,” c) “I need a 4.0,” or anything like this, is not acceptable.
2. **Professors are not responsible for students’ Financial Aid.** If you have a need to raise your GPA to get off probation, keep your FAFSA allotment, or another reason, this is not an issue any professor can deal with. You must deal with the Office of Financial Aid. Please keep in mind that your choice to attend college, register for the classes, to complete (or not complete) the work requested of you are all your choices. Do what you need to do to matriculate through your classes. Unfortunately, I will not and cannot make any deals with you to ensure you pass the course. *You need to earn your grade fair and square.*
3. **Unless there is a rare time when it is announced by the professor, there will be no extra credit work assigned.** You must do the online work that has been assigned according to the syllabus and Blackboard. If you do not do or understand the assignments or work according to the instruction given to you, you need to ask your professor and your fellow students’ questions to clarify your understanding. The professor should not have to do extra work because you are suddenly afraid of a low or failing grade you may get. Doing all assigned work, and doing it well, will guarantee a passing grade.
4. **Professors cannot teach all the material in the last few weeks of the semester.** You are responsible for keeping up with all readings, assignments, quizzes, and other course requirements.
5. **Lastly, you must complete ALL online assignments in this course and attend class regularly.** If not, you increase the risk of receiving a grade of “D” or an “F” (which are NOT transferable to a 4-year CUNY college).

The contractual agreement is outlined in the syllabus. That is the agreement between you and me (the professor). As long as both of us handle each of our responsibilities, everything should work out well.

Let's do our best to make this a pleasant semester for both of us and work together towards ensuring your success in the class.

STUDENT RESPONSIBILITY:

“I have read the above statement and understand what I need to do to pass this course. While I remain in this online course, I will follow the guidelines presented above.”

NOTE: Staying in this class assumes that you have accepted these responsibilities.