Frequently Asked Questions – FAQ's

PART I: For The Student

Welcome to this class! You have taken an important step in determining your future. The idea behind this web-page is to provide you with some ideas and thoughts that will make your educational experience rewarding, enriching and mind-expanding.

The professor for this course is often quoted as saying:

"You can't come up to low expectations!"

This is, indeed, the case. Because any of you have the potential to provide health care at one level or another to and/or for him or his family, your professor takes this course very seriously. Your professor also does not expect anyone to work any harder than he does. To these ends, you may wish to peruse the following and take what works for you to help yourself get as far as is possible academically.

Why do you make the coursework so hard?

On the surface, this appears to be a simple question. It, however, is far from simple.

So that you will understand where I am coming from and what I expect for your learning during this course, I want to share with you my philosophy of learning and teaching. Most of you recognize that there are different theories around to explain learning patterns and ways of learning.

Educational psychologists have shared with us that methods of information delivery accomplish different outcomes in the skill set that the student develops. Much of the learning that you have had in the past has probably been delivered in a "**behaviorism**" style. This means that the professor has told you what to learn, you have learned it and been able to demonstrate your learning by certain behaviors—usually providing "correct" answers on an exam. This sort of learning seldom asks you to analyze a situation or to problem-solve based on the learning (except maybe in a math or chemistry pre-requisite course).

Chemistry, Biology and Nutrition are grounded on many subjects which you have had as prerequisite courses. All of these courses are, in addition to many being general education courses, pre-requisite courses for further courses of study in your academic maturation.

Science education is about learning to use all of that foundational knowledge, plus new information that is presented in your subsequent courses. During these subsequent courses students learn how to gather data and how to analyze and interpret that data to then draw conclusions that are evidence (and fact) based. The next step in the process of thinking like a scientist (evidence-based) is to make decisions about what is the best means of intervening in the situation (experiment, research project), and developing a plan to carry out that intervention. Finally you must evaluate the effectiveness of what you have done and make any necessary adjustments.

The term "Critical Thinking" describes what you are doing, learning about and propagating as a science student. The skill set that needs to be developed to implement critical thinking is not entirely learned by a behaviorism approach by/from teaching, because learning is not all about "factual information" but rather about learning a process of thinking and applying that factual information to the situation. The development of this skill is best accomplished through two additional approaches to learning called "***cognitivism***" and "***constructivism***."

Cognitivism postulates that the student needs to learn not only what, but how, to think about information. In order to facilitate this, the instructor attempts to help the student develop skills in creative and critical ways of thinking. Frequently that means asking

more questions of the student and providing fewer answers, so that the student is challenged to develop skills in analyzing data. To your frustration at times, you will find this approach used quite often in this course.

Constructivism postulates that students learn best by being given opportunities to solve real world problems that they may face in different fields/programs of study in the future. Learning to solve problems also requires the student to develop skills in finding information and tools to accomplish the tasks necessary to solve the problems. In this type of learning environment the professor designs problems for the students to solve (homework and exam questions) and facilitates the students' discovery of the skills needed (homework answer keys and office hours – in 304 CED). An additional feature of constructivism is that the students are encouraged to work as a team (study groups) to accomplish this learning.

Constructivism learning environments offer students the opportunity to engage in the type of tasks that are encountered in the real world in different fields/programs of study. Sometimes this is done in an experimental setting, where the student actually does the tasks (think "laboratory setting") but powerful learning situations can be constructed through the use of stories that are exemplars of how others have carried out a particular task or set of tasks. Stories, when included in a learning environment that offers both factual (books, library, dictionaries, google, yahoo) and learning guidance (think learning outcomes per WNC's website) become exemplars of how a professional has carried out the tasks of the Critical Thinking. Such stories have been shown to result in learning that is readily recalled in a situation where similar tasks are required.

I believe that these last two approaches to learning are vital to the development of competent and safe scientists and professionals on other fields. The information assigned to this course may seem overwhelming to some of you; to others it will probably seem irrelevant to the type of field that you expect to go into. Past experience has shown those of us in academics repeatedly that scientists or other professionals who are working in one area of a profession, will one day find themselves dealing with something outside that area of "expertise". The information that is included in this course is not designed to provide the depth of understanding for every situation that arises, rather it is the goal that each of you will develop a basic understanding of concepts to the approaches best suited to your task in whatever setting you find yourself.

The amount of information provided in the downloads for this course will probably seem to be an overwhelming amount of reading and homework. Remember, though: presentation and perception and the distortions thereof – PowerPoint slides take up more space than text-book pages, e.g., 1000 PowerPoint slides compress down to about 400 MS Word pages which compress down to about 168 textbook pages. At 15 weeks of the semester for lecture (and one week of final exams), this equates to approximately 11.2 textbook pages a week of outside reading. Previous experience has shown me that students can and do learn the information necessary to accomplish the goals of this course through meticulous study of the downloads and by working all the problems (when applicable) in them.

There are other issues that further respond to this inquiry: reading skill level and math skill level.

I have collected and published considerable assessment data that shows that students coming into my transfer courses on average find 10^{th} grade reading levels too challenging. The data is equally as clear that students who "W" these transfer courses, while finding their own subjective rationalizations, are actually students who find the reading level too challenging.

Likewise, the results are the same regarding students' math skills. Those who can do math stay for the CHEM course. In addition, as students' reading skills improve, so do their math skills … and so does their success in Chemistry.

On the up side, I have also collected and published considerable data that shows that 1) students who remain enrolled in my courses improve their reading skills to at least the

13th grade, 2) their math skills improve and 3) of those students who choose to remain, 80+% pass the course with a grade of "C" or better – WNC's measure of a successful student.

Furthermore, my lectures are written at the 8th grade level. My exams are written at the 6th grade level. The reading isn't difficult. The concepts and material and applying it all may be challenging depending on the person. That hurdle can be overcome by following some hints and suggestions in my "Rules" page and/or the multiple pdf files in the pop-down menu on the main page of my website.

All this said, in nationwide comparisons, the level of rigor you experience in my courses is actually middle of the road. There are those faculty who teach students about Biology, Chemistry and Nutrition who are far more rigorous and those who are far less rigorous than am I.

Lastly, RNCLEX raised their minimum pass score in 2008. RNCLEX raised the scores because students were graduating from nursing programs, passing RNCLEX and were not practicing safe or knowledgeable nursing. I can not, and will not, lower standards – to do so makes your future more difficult.

Why do you write your own material?

The short answer is that there is no single textbook "out there" that I like.

The long answer is that the textbooks currently in use for Human Anatomy and Physiology courses around the country are written from a very basic science perspective and, in my opinion, lack a great deal in/of useful applications. In academic institutions where A&P is taught and there is no nursing program or allied health program, A&P is a senior level course with organic chemistry and biochemistry pre-requisite courses.

At institutions, like WNC, where there is a nursing program, A&P is offered at the sophomore level. Regardless, students need a course that, in my opinion, provides a mix of basic science and applications into their field. In my best professional academic opinion, the applications are what make the course more interesting.

The "add on" to the answer is that you may be taking care of me or my family in the future. I'm sorta sensitive about that.

When it comes to the Chemistry courses I teach, my response is the same as for A&P and for Microbiology.

Furthermore, there are many academic institutions in the world that expect faculty to write their own text material – the University of Houston is one that encourages its faculty to write what they believe is appropriate to teach in the classroom and/or lab. Supposedly, that's why we, as faculty, earned the degrees that we hold – not just to clarify what someone else has written.

I'm going to college in another state and they don't have pre-requisites for this course, while WNC does. Can I still enroll in this course at WNC?

No – we have hard-flagged several courses based on careful study of students' performances and success rates. While you can "sneak in" some courses without completing the correct pre-requisites, you're hurting yourself and need to follow the catalog. If this isn't clear, see me or one of our counselors and we can help you.

I took A&P in high school. What effect will that have on my grade in a college course?

That all depends on the student. If the student puts in the time studying, it can be helpful. If, however, the student comes into the class with the attitude of knowing it all already, that usually impacts the student's grade negatively (very common). You have to remember that at WNC, the emphasis is on COLLEGE. These courses have to transfer

around Nevada and the world, hence, they are stiffer than a high school course and require a great deal more energy in which to be successful (and every one measures success differently, BTW).

A corollary to this is: "I already work in healthcare, why do I have to take these courses?" Because there is a big difference between being educated and being trained. Many people who are already working in healthcare settings actually perform worse in the pre-req courses than students who have no healthcare experience. As Thoreau said, "You have built your castles in the air; now build the foundation beneath them."

Why do you put our lectures online?

I put them online for several reasons. One is that it gives students the freedom to obtain lectures at their leisure. Another is that it gives information to anyone on the web who desires it. Another is that by doing so, I hear from people (students, other professionals) around the world who provide me with an external form of review, i.e., if I have errors, they get caught and corrected and I learn, as well.

I suppose I could put them on a CD and sell them – it's another cost to the student to do that.

I don't have access to a computer at home or work. How do I access your website?

All things being equal, if you're going to go to college in this day and age, you'll have to invest sooner or later in a computer – might as well get it now and learn to use it.

WNC no longer provides printing support through the Computer Labs. If you don't have a computer/printer, the Library will permit WNC students to print at 10¢ per page, B&W only.

My lectures, online and in the classroom, are also copy-righted. Students are given permission to print the lectures from the web for their own personal use. While a student CAN get by with black-n-white-n-grey printing, color (Deskjet or Inkjet) printing makes all the difference in the world – studies have clearly shown that people learn upwards of 70% better in color than in black and white.

Another thought to consider is this: at one slide per page, you're looking at $100 for printing 1000 slides – a deskjet printer costs around $80. For students going on in college, you'll need your own printer, anyway, so consider carefully your pennies.

You don't get material online fast/soon enough for me. Why not?

That's a good question and you'll have to answer that for yourself. We all have X amount of time to get Y numbers of things done – X and Y vary by person and situation. Perhaps a visit to one of our Counselors will help you in this assessment.

Why are you the only professor at WNC to require that students buy their goggles for Chemistry and Biology Classes?

I can not speak for the remainder of the faculty – they, I am certain have their reasons.

I have a number of concerns regarding lab safety that compel me to require that you purchase and use only your own goggles. The goggles that are in the lab I share with other faculty that the other faculty use are stored in the lab in a drawer or drawers that are potentially susceptible to contamination by chemicals or by biologicals. It has been my experience that faculty do not clean the goggles after their use, nor do the students. Either way, that just rubs me the wrong way.

Other institutions provide goggles for their students and do clean them AND store them in a UV hood to deal with potential infectious organisms. WNC has none of these hoods and lacks the funding to obtain them. It would upset me greatly to have one student come in with pink-eye and pass it around the college because of contaminated goggles.

As students use goggles under their current practices, the goggles are not always cared for very well, i.e., they get scratched and gouged and are difficult to see through. By storing your own goggles in a zip-lock bag in the box you bought them in, you pretty much take that step out of the equation and reduce accidents (i.e., increase lab safety) in the lab.

And what do we do about students who wear make-up in lab and don't wash it off the goggles? And a following student has a nasty allergic reaction to the make-up?

Each student must purchase his or her own goggles for my classes – and they must bring them to lab each time – to not bring their goggles is a safety violation and the student will be excused with a grade of zero (0) for that day.

I require lab coats in my labs for the same general reasons.

I hear that you use cadavers in your A&P. I think that's wrong. What are my choices?

The obvious one is to not take the course from me if you feel that strongly about the use of human cadavers in a classroom/lab setting. There are other faculty at WNC who teach A&P and use animal models for their dissections.

I believe that if the course is about HUMAN A&P that a human cadaver is of more teaching/learning use than a cat or a pig. For those people going into Nursing, Lab Tech, Rad Tech, Dental Hygiene, et al, a cat is not very useful as a learning tool – unless they're going into Vet Tech programs.

The cadavers are donated by the people themselves prior to their death and the people are fully informed as to what will be done with them in the lab. This is, in my opinion, the greatest gift one human being can give to another – it's an incredible experience and one that is beyond wonderful.

What do I have to know to get an "A" in your class?

You don't "get" a grade in my courses, you earn your grade: all I do is record **your effort** against my grading scale. You have to know everything for the exams. I don't ask students to do anything I haven't already done and I don't ask students to do things they "can't" do. Students who desire to learn the information will; those who don't, won't. Passing the courses I offer is very doable: it's a choice and it's a desire and it's a passion. How difficult it is depends on you, your study habits and your willingness to put in the necessary time to learn the information.

Let me further illustrate this with a couple of anecdotes. When I was in grad school, my major advisor was the coordinator of the first year medical students' courses. He was teaching a section on endocrine biochemistry and a group of medical students came to see him. They asked if everything he was teaching them was on their shelf exam. He replied in the negative. They immediately took the opportunity to complain, then, that all he really needed to do was teach them what was on the exam. His reply was that he could teach them all they'd ever want to know about diabetes mellitus and they'd pass the test, but what would happen if they had a patient who had Graves' Disease? They got very silent and muttered under their breaths and walked away grumbling – and learned everything he was teaching them.

Over the past 35 or so years, I've been involved in health care and health care education. Students have very unique ways in which to look at grades (I know: I did it, too). One of the more common ways is "Wow! I got an 80! Woo Hoo!" The follow-up to that is "Great! You got an 80%! What about the patient who needs you to know the other 20%?" Now is the time to learn the information – not when you're in a Nursing program or an allied health program – or practicing your profession on a real-live patient. Knowing it now will have you on top of your game when you are in one of those programs.

I've heard that you talk really fast and that you cover a lot of material in your courses. Why not slow down and cut out some material?

We have "x" amount of information to cover so that I'm satisfied that you've been adequately academically prepared to take care of me or my family. Traditional faculty lecture from a book that someone else wrote and routinely get dinged for being "out of sequence" and "jumping around the book". They also rely on the student to read outside of class on material not covered in class (experience has taught me that this is ineffective).

My experience as a student varied as much as yours. I found that I learned more from those who did as I do (although the technology has changed over the years – we got mimeographs for those of you who remember them) than from those who were more traditional. I also follow a very basic rule (as well as above):

"Tell 'em what yer gonna tell 'em (the syllabus/outline); Tell 'em (the lecture); Tell 'em what you told 'em (lecture notes provided to you online supplemented by my lecture and by your own lecture comments/notes)!"

Furthermore, if you take the time to examine a traditional A&P or Micro or CHEM or Nutrition text, you'll find that my content is 1) less and 2) inline with traditional textbooks, albeit with my own "special touch". I simply cut to the chase (the bottom line) with my own format.

Did you know that people speak between 120-180 words per minute? And that "the average person can understand up to 400-500 words a minute – almost three times more than what is required by the rate at which most people speak"? [Brownell: **Listening: Attitudes, Principles, and Skills** (Allyn and Bacon: Boston) © 2006, p. 84]. This thought-speech differential [***Ibid***] drives students' minds to "wandering" during lecture at slow speeds; my style, assuming you stay focused, discourages "wandering".

Perhaps the gossip to which so many people listen is tainted? Or biased? Have you read the Seminar on Horizontal Violence?

How much time do I have to study for your courses?

In any college courses, the general rule is that for every hour you are in class (and lab), expect to put in a MINIMUM of three (3) hours outside of class. That means that for a 4 credit lab class, you are in class/lab for 6 hours a week – that translates into a MINIMUM of 18 hours a week of outside studying. Some students can skate by on less and some students need more.

Education was never intended to be mentally healthy. It's intended for you to learn about a subject in a fixed period of time so that you may use that to better your life and those around you – it's about sacrifice, as well – I remember my first semester in grad school. The night before my Molecular Biophysics' final exam, the musical group Heart was playing. I love Heart – and I missed it to complete my studying – and it paid off.

I also hold three (3) degrees: 2 in Chemistry and 1 in Endocrine Biochemistry. I hold the highest degree granted by most institutions in the world – only the D.Sc. degree is higher (and awarded at only select institutions of higher education). I have been where you are and where you are going and have to keep you on track academically.

What kind of grades do you give?

I "give" no grades. I record the points you earn and report those as a grade based upon a grading scale accepted across academe'. For all intents and purposes, YOU give yourself the grade I record, as the answers are on the exam with the questions. There is nothing on an exam of mine that ought to come as a surprise: I'm very cut-n-dried – every question comes out of or is an application of lecture, lab ort homework material that you have in front of you.

"Trick questions" on one of my exams are those questions for which you didn't study.

Do you give extra credit?

No.

I heard a rumor that … (pick a topic).

If you have time for gossip, you're probably not earning yourself an "A" in the course. Rumors and gossiping are forms of social bullying – horizontal violence. If you're unsure what you need to do in class or for a degree or to get into a program, go see the people who handle that – your fellow students are not the appropriate source of information. See a Counselor, make an appointment with the Director, see faculty during office hours, ad nauseum.

People, BTW, who make appointments to see faculty about class-related issues usually do better than those who won't go seek out assistance – it makes a world of difference when you understand something versus not understanding and not being confident enough to ask for help.

I wasn't a good student in high school and am concerned about not doing well in college. What can I do?

First, go see one of WNC's Counselors. They can guide you and assist you in setting up your best choices for success at WNC. Second, forget high school. College is different as are the attitudes of the people who are here – they are here because they want to be here and not because they have to be here. Third, seek out your faculty for regular meetings to make sure you're understanding the material. Fourth, believe in yourself. More often than not, students who were not "good students" in high school end up being the very best students in college.

Utilize study groups and flash cards as much as possible. You don't learn in class: you learn by studying and doing at home or the library – information is exchanged in class to facilitate that learning.

Make sure you exercise regularly. Regular exercise allows your brain to get more oxygen. Regular exercise also reduces your stress levels so that you can be more efficient. Rest equally as well as you exercise.

Make sure you eat a healthy diet. Adequate nutrition is directly correlated to a person's affect. The better you feel about yourself, the better you'll do academically.

You can't soar with eagles if you fly with turkeys! Find someone in the class who is willing to study with you and who is willing to challenge you and to be challenged by you as you study. Everyone knows in a short period of time what makes a great study partner for him/herself. Listen to your little inner voice.

Give yourself plenty of time to drive to class with minimal stress, i.e., set out your books, paper, downloads, pencils, dissecting kits, goggles, lab coat, shoes in your bag the night before. When you leave, refrain from multi-tasking so you don't lose your focus and begin to rush.

Surround yourself by/with positive supportive people – it rubs off – being around negativity also rubs off and eventually defeats you and reduces your academic potential and performance.

Stop college gossip and rumors in their tracks. Seek out advice and guidance from those who provide it in your best interests – even if you don't want to hear it. If you don't know what to believe, go to your professor, go to a counselor (highly recommended!), go to Admissions and Records, go to your student government. Stopping gossip and rumors erases confusion – compare this to the current laws mandating confidentiality: are you really practicing professionalism by spreading rumors and innuendo?

Remember that in every class you matriculate that the person in the front of the classroom is a potential reference letter writer. A strongly positive letter is much more preferred over a strongly negative one. Remember, too, that there are those faculty who write only neutral letters on the advice of legal counsel – that's still better than no letter, at all. Every person in the classroom is building his or her reputation. Hard work, careful consideration of material, classroom participation, an excitement for learning does not go un-noticed – nor does early exit from lab, late arrival to class or lab, not turning in assignments on time, to name a few examples.

Remember, too, that while you are forming an opinion of your faculty, faculty are repeating the same process with students that impact the presence or lack of faculty within the commerce community at large.

Expect to be stressed out before holidays, during holidays and before exams. That's the reality of college. Expect that you will get sick around finals.

Lastly, ASK FOR HELP before you get in too far over your head and can't get out. If you have to reduce work hours, go to financial aid and see what's available to help you. If you aren't understanding the material, see your professor. If you have too much stress in your life, go see a counselor. Regardless, ASK FOR HELP from someone if you need it.

My teacher/instructor/professor doesn't like me. What can I do about that?

Make sure this is an accurate impression – go talk to the person. You may be mis-reading the situation and projecting your own issues onto the situation. If you are correct, and talking doesn't solve the issue, you'll have to decide if you want to make an issue out of it, just sit back and do the work and move on or withdraw from the class. Not everyone gets along with everyone else – that's just life. As a rule, it's not the person someone doesn't like, it's their behavior. People who are insecure, who are scared, tend to come off with behaviors that range from being helpless, to being victims, to being belligerent and people react to that. Perhaps working on your own behaviors will help. Counseling can help with that, as well.

I'm running through ink cartridges in my printer at home like crazy. What can I do about that?

First, learn about your computer. When you print, you have options you can que to put 2-6 pdf pages on one sheet of paper – that will help. Second, you can also set the graphic quality for your printer to a lower level of quality. Be cautious with this: slides too small may be difficult to read … particularly if you have eye/vision issues.

As a rule (and I use HP Desk/Ink Jets as my example), you'll need a minimum of about 2 each of color and black ink cartridges and about 2 reams of paper.

Some students find that printing no more than 2 slides per page works better for them – they lose the detail necessary to follow the slides when they print more than 2 slides per piece of paper. In addition, there are times that printing on both sides of the paper backfires, e.g., microbiology – microbes, antibiotics, are written so that if you print them 2-4 per page, you'll have flash-card sized documents right in your hand – if you print on both sides, you lose that ability to cut the pages up to make flash cards.

Why do you have office hours?

To permit student efficient access to me for assistance. If you are doing your job studying, you already have your questions written out when you walk in and we can get through them so you will understand the material better. If you are unorganized, this period of time will be very uncomfortable for you as it goes by very slowly and agonizingly. Office hours are meant to help students be successful, not to be a social event, nor are they intended to be a substitute for lecture. Like the sign says: "A lack of preparation on your part does not constitute an emergency on my part!" Come in

prepared and organized. Office hours are not a repeat of lecture: bring clear and concise questions with you to keep moving ahead with your studies.

I didn't earn an "A" on my first exam. I just have to have an "A" in this class! Can I still earn an "A"?

Yes, you can … maybe. The grade is based upon a fixed number of points in the course. If your future exam scores are high enough to earn you the points for an "A", you'll receive the "A" – that rests on your shoulders to determine what you'll have to do to study to earn those points.

Why don't you return exams to us after we take them?

For several reasons: 1) they are secure so that I can assess classes and their progress, statistically, and 2) most of you in my classes want to go on into fields that require licensure – you take those exams and you never know your actual score, with few exceptions (USMBLE is one exception) – you only know if you passed or if you failed. No analysis is provided. This initiates you into that.

If you have done your job, you know what you missed (or didn't miss). If you have not done your job well, then you won't know … that tells you, however, that you need to study more. Regardless, you won't see the identical questions again and all exams are cumulatively comprehensive, so you'll be studying the material over and over and over …

I've tried experiments with classes where I've had the students write the majority of the questions and share their questions and answers with their classmates. My prospective hypothesis was that students' minimum and average scores would increase. I was wrong. The lowest scores and the average scores, didn't change … even when students were given the opportunity to know in advance exactly what the majority of the exam would have on it. The high scores didn't change, either. I was very disappointed.

PART II: For the Significant Other/Spouse/Parent[s]

Congratulations! You and your significant other have made a choice together that will eventually provide both of you with a future quality of life stronger than at present.

That future will not come without some difficulties, sacrifice and challenges.

Your child will be spending time away from you studying. That studying may be in a closed study, with a small study group, in a quiet study room at WNC, in the library or some other quiet, secluded study space. This away time is a good thing. It gives both of you the opportunity to grow individually so that your future grows together.

Your spouse will be noticeably more occupied. This may mean that to help reach your future goals that you may have to "fill in" around the house for a while. The rewards are more than worth this limited inconvenience.

Your significant other may need help with house cleaning, with child care, with laundry, with cooking, with grocery shopping, even with studying, to name a few examples. By jumping right in to help him/her, you are providing a level of support to/for your significant other that will aid him/her in being academically successful. In this day of competitive entry programs, this success is demanded for entry and successful completion.

Your spouse will be under a great deal of stress – particularly around holiday times or breaks like Spring Break and before exams. Exams typically occur around holiday and vacation times. Students studying for exams can feel guilty about not providing home-cooked meals for family get-togethers because s/he is studying. Your enthusiasm to jump

in and take over, directing the holiday preparation will go a long ways towards your spouse's success for the future and, hence, your future, as well.

Going to college creates financial stresses within a relationship. Encourage your child to look for scholarships, grants, loans, financial aid – this will benefit you in the now and in the future.

Encourage your spouse to reduce his/her employment commitments. This can be very challenging as genders view this differently – open and caring communication will assist both of you in understanding the issue ... and to see a successful future. Money will be tight as your special person continues his/her education – and it will become an issue if both spouses don't agree how to handle it ahead of time that can impact students and their (and your) futures negatively. The idea is to reduce the stress as much as practical – not increase it to sabotage your spouse's academic dreams.

I applaud both you and your special person in making this challenging decision to go to college and wish you and your family the very best of futures – it WILL come in time, with hard work and great determination.

PART III: For the High School Student and Parents

Congratulations! You and your child have decided that he or she is ready to take a college course to help him or her get ahead in his or her education.

Please remember that this is a college class/course and, as such, is taught to adults. If you have any concerns at all about what your minor child may see or hear in class, you are encouraged to come and visit in general terms (or peruse the course files if the professor uses the internet) with the professor – you may not sit in class with him or her unless you are enrolled – this is for safety purposes. Were we to experience a catastrophe on campus, you'd otherwise not be able to be accounted for as your name would not be on a roster.

To visit with your child's professor, be aware that FERPA of 1974 applies to your child in spite of his or her age status and the professor can not discuss anything about his or her work with you unless s/he signs off on it.

Likewise, to ascertain that your child be as optimally successful as possible, please make sure s/he has the proper equipment, e.g., the correct calculator, lecture notes in one form or another; and that they are completing and turning in their homework in a timely manner. In many cases, students who are co-matriculating college and high school have not been acculturated to college courses and have difficulties meeting the rigorous requirements of a college class.

PART IV: For All Involved

Welcome! This will be an exciting semester and filled with learning new information. Please be sure to read the link on my main page about "Training vs Education".

Revised 29 December 2011, 1821 hours, PDT.