I. COURSE INFORMATION

Term and Year: Fall 2015

Course Prefix, Number, and Title: CTCM 4000, Introduction to Traditional Chinese Medicine

Contact Hours (Lecture/Lab): 55 minutes of lecture once a week for 15 weeks

Number of Credit Hours: 1 credit hour

Course Description: Traditional Chinese Medicine (TCM) is one of the most famous traditional medicines in the world. Its glorious history, special theories, effective treatment methods, such as acupuncture, Chinese herbs, Tuina Therapy and physical exercises will be introduced in this course to arise your interest by professionals from China through the Confucius Institute.

Course-Level Goals:

The following course goals articulate the general objectives and purpose of this course:
1. Students will gain foundational knowledge of Traditional Chinese Medicine.

Course-Level Student Learning Outcomes:

The following student learning outcomes indicate competencies and measurable skills that students develop as a result of completing this course:
1. Discuss the philosophy and history of TCM.
2. Gain knowledge about TCM including: theory, acupuncture, Chinese herbs, Tuina therapy and physical exercises for healthcare.
3. Discuss the role and benefits of TCM.
Professionalism (Affective) Objectives:

Through this course, students will:

1. Demonstrate a positive attitude in class and in all school and professional activities by having compassion/empathy, by accepting constructive criticism, by showing respect, by being conscientiousness, and showing sincerity/genuineness.
2. Demonstrate integrity in class and in all school and professional activities by being dependable/reliable, accountable, responsible, by exercising sound judgment, by workload sharing/teamwork, by performing high quality work, by admitting mistakes, and by maintaining a Professional Code of Ethics.
3. Demonstrate appropriate communication in class and in all school and professional activities by maintaining patient confidentiality at all times, by exhibiting quality communication, by following the communication process, by perceiving others’ needs, by participating in relevant communication, by being polite, by having emotional control, by observing others, by displaying cultural sensitivity and diplomacy.
4. Demonstrate motivation in class and in all school and professional activities by being prepared for assignments and by being early or on time for all classes.
5. Demonstrate independence/leadership in class and in all school and professional activities by having respect for authority, by being adaptable, and by understand their limitations.
6. Demonstrate self-worth/assessment/altruism in class and in all school and professional activities by maintaining professional dress and grooming, by recognizing their strengths and weaknesses, and by having a desire to help others.

Instructional Methods:

The method of instruction is classroom lecture, with complimentary.supplemental material available on Brightspace/D2L. All students are encouraged to ask questions and participate in classroom discussions.

Prerequisite(s): None.

• Note: This course is designed for non-health professions. For information about auditing, please see policy 3. Auditing Policy.

Department Name: Physical Therapy

College: College of Allied Health Sciences

University Mission: Our mission is to provide leadership and excellence in teaching, discovery, clinical care, and service as a student-centered comprehensive research university and academic health center with a wide range of programs from learning assistance through postdoctoral studies.

II. GRADING

Your final course grade stems from the following grading opportunities:

<table>
<thead>
<tr>
<th>Grading Opportunities</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professionalism</td>
<td>5% (P/F)</td>
</tr>
<tr>
<td>Attendance</td>
<td>15%</td>
</tr>
<tr>
<td>Attendance</td>
<td></td>
</tr>
<tr>
<td>1 absence = 5% deduction (for the first 3 absences); 4 absences = additional 10% deduction from final exam; 5 absences = class dropped</td>
<td></td>
</tr>
<tr>
<td>Written Assignment, Week 3</td>
<td>20%</td>
</tr>
<tr>
<td>In-Class Activity (Covers Week 11), Week 11</td>
<td>20%</td>
</tr>
<tr>
<td>Final Exam (Covers Weeks 1 – 15)</td>
<td>40%</td>
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<td></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

GRADING SCALE

Course grades will be assigned as follows:

A = 90 – 100% | B = 80 – 89% | C = 70 – 79% | D = 60 – 69% | F = <60%
III. MUST HAVES FOR THIS COURSE

REQUIRED TEXTBOOK OR COURSEPACK

This course uses selected chapters from three books. To succeed in this course, you will need to either purchase the books or the course pack (includes only the selected chapters you'll need in this course). Please purchase one, not both.

**OPTION 1: TEXTBOOKS**

Recommended if you *intend* to continue learning about Traditional Chinese Medicine in future semesters.


**OPTION 2: COURSEPACK**

Recommended if you *do not intend* to continue learning about Traditional Chinese Medicine in future semesters.

To purchase the course pack, please follow these instructions:

1. Open the XanEdu "Login/Register" page at: [http://coursepacks.xanedu.com/?PackId=488931](http://coursepacks.xanedu.com/?PackId=488931)
2. Click the Student Registration link.
   - Note: If you have previously registered with XanEdu, you'd just need to log in.
3. Complete the registration page and click Submit.
4. Confirm your course pack Selection
   - You are looking for the course pack titled "CTCM 4000: Introduction to Traditional Chinese Medicine, Li, Fall 2015."
5. Complete the purchase form.
6. You have the option to order a digital-only copy or a digital and print copy (plus shipping and handling). In either case, you will have immediate access to your digital course pack.
7. After completing the purchase, you will be taken directly to "My XanEdu" where you can access your digital course pack.

REQUIRED SUPPLIES

To successfully complete the Brightspace/D2L portion of this course, you will need the following:

- Access to a computer that:
  - meets the [GRU minimum hardware and software specifications](#)
  - is connected to the Internet.
- The latest version of Adobe Reader, which is available for free at [http://get.adobe.com/reader/](http://get.adobe.com/reader/)
- The latest version of Microsoft Office Word or Office 365, which is available for free to GRU students via [https://gru.service-now.com/kb_view.do?sysparm_article=KB0010680](https://gru.service-now.com/kb_view.do?sysparm_article=KB0010680)
- The latest version of QuickTime, which is available for free at [http://support.apple.com/kb/DL837](http://support.apple.com/kb/DL837)
- The latest version of Symantec Anti Virus, which is available for free to GRU students via [https://gru.service-now.com/ess/kb_view.do?sysparm_article=KB0010407](https://gru.service-now.com/ess/kb_view.do?sysparm_article=KB0010407)

PREREQUISITE KNOWLEDGE/SKILLS

In order to be successful in this course, you need to already have the following competencies:

- basic computing skills
- basic emailing skills
- basic word-processing skills
- basic Brightspace/D2L skills

Please contact your instructor (and advisor) if you feel you are not meeting some of these competencies.
### IV. SCHEDULE

The following schedule indicates:
- what you'll be able to do (i.e., learning outcomes)
- how you'll gain those abilities (i.e., learning activities)
- what you will learn to be able to gain those abilities (i.e., instructional topics)

**Note:** For ease of expression in the schedule, we've used the following abbreviations to indicate the source of the required readings from the textbooks or coursepack:
- **CAM** stands for *Chinese Acupuncture and Moxibustion*.
- **Tuina** stands for *Chinese Tuina (Massage)*.
- **Herb** stands for *Science of Chinese Materia Medica*.

<table>
<thead>
<tr>
<th>Week 1: Intro to TCM</th>
<th>August 21, 2015</th>
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<tbody>
<tr>
<td><strong>Learning Outcomes</strong></td>
<td></td>
</tr>
<tr>
<td>By the end of this week, you will:</td>
<td></td>
</tr>
<tr>
<td>• understand the purpose of this course, how to succeed in the course, and how to use the Brightspace/D2L part of the course</td>
<td></td>
</tr>
<tr>
<td>• understand the branches of TCM</td>
<td></td>
</tr>
<tr>
<td><strong>Learning Activities</strong></td>
<td></td>
</tr>
<tr>
<td>• Brightspace/D2L:</td>
<td></td>
</tr>
<tr>
<td>o Complete &quot;Start Here&quot; module</td>
<td></td>
</tr>
<tr>
<td>o Complete Week 1 module</td>
<td></td>
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<tr>
<td><strong>Instructional Topics</strong></td>
<td></td>
</tr>
<tr>
<td>• Course Structure and Brightspace/D2L Introduction</td>
<td></td>
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<tr>
<td>• Introduction to TCM</td>
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</tbody>
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<table>
<thead>
<tr>
<th>Week 2: History of TCM</th>
<th>August 28, 2015</th>
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</thead>
<tbody>
<tr>
<td><strong>Learning Outcomes</strong></td>
<td></td>
</tr>
<tr>
<td>By the end of this week, you will:</td>
<td></td>
</tr>
<tr>
<td>• understand the history of TCM</td>
<td></td>
</tr>
<tr>
<td><strong>Learning Activities</strong></td>
<td></td>
</tr>
<tr>
<td>• Course Pack Reading:</td>
<td></td>
</tr>
<tr>
<td>o CAM: Chapter 1, A Brief History of Chinese Acupuncture and Moxibustion</td>
<td></td>
</tr>
<tr>
<td><strong>Instructional Topics</strong></td>
<td></td>
</tr>
<tr>
<td>• History of TCM</td>
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</tbody>
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<thead>
<tr>
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</thead>
<tbody>
<tr>
<td><strong>Learning Outcomes</strong></td>
<td></td>
</tr>
<tr>
<td>By the end of this week, you will:</td>
<td></td>
</tr>
<tr>
<td>• understand the concept of Yin-Yang</td>
<td></td>
</tr>
</tbody>
</table>
Learning Activities
- Course Pack Reading:
  - CAM: Chapter 2, Yin-Yang and the Five Elements
    - I. Yin-Yang
- Written Assignment:
  - Yin-Yang Theory in Daily Life | Submit via Brightspace/D2L Dropbox | Due by September 9, 2015 | 20%

Instructional Topics
- Chinese Wisdom: Yin-Yang Theory, Part I

### Week 4: Ancient Chinese Philosophy and TCM: Yin-Yang Theory Application  
September 11, 2015

Learning Outcomes
By the end of this week, you will:
- apply Yin-Yang in daily life
- apply Yin-Yang in TCM.

Learning Activities
- Course Pack Reading:
  - CAM: Review Chapter 2, Yin-Yang and the Five Elements
    - I. Yin-Yang

Instructional Topics
- Chinese Wisdom: Yin-Yang Theory, Part II

### Week 5: Ancient Chinese Philosophy and TCM: Five-Elements Theory Overview  
September 18, 2015

Learning Outcomes
By the end of this week, you will:
- understand the concept of five elements
- apply five elements in TCM.

Learning Activities
- Course Pack Reading:
  - CAM: Chapter 2, Yin-Yang and the Five Elements
    - II. The Five Elements

Instructional Topics
- Chinese Wisdom: The Five Elements Theory

### Week 6: Ancient Chinese Philosophy and TCM: Qi and Blood Theory  
September 25, 2015

Learning Outcomes
By the end of this week, you will:
- understand the concepts and physiological functions of qi and blood in TCM

Learning Activities
- Course Pack Reading:
  - CAM: Chapter 4, Qi, Blood, and Body Fluid
    - I, Qi
    - II, Blood
### Instructional Topics
- Chinese Wisdom: Theory of Qi
- Blood

### Week 7: Zang-Fu Organs Overview  
October 2, 2015

#### Learning Outcomes
By the end of this week, you will:
- understand the major physiological functions of zang organs
- have a brief understanding of fu organs.

#### Learning Activities
- Course Pack Reading:
  - CAM: Chapter 3, The Zang-Fu Organs
    - I, The Five Zang Organs
    - II, The Six Fu Organs
- Review I:
  - Weeks 1 – 6

### Instructional Topics
- Zang Organs
- Fu Organs

### Week 8: Causes of Disease Overview  
October 9, 2015

#### Learning Outcomes
By the end of this week, you will:
- understand the causes of diseases in TCM

#### Learning Activities
- Course Pack Reading:
  - CAM: Chapter 11, Aetiology and Pathogenesis

#### Instructional Topics
- Causes of Disease in TCM

#### Important Note
- Next week’s call coincides with Fall Pause. We cannot afford to miss that lecture. We’ll take a vote in class about how we want to proceed: have the class on Fall Pause or move it to an alternative day.

### Week 9: Diagnostic Methods Overview, Part I  
October 16*, 2015  
*Teaching through Fall Pause or on alternative day

#### Learning Outcomes
By the end of this week, you will:
- understand the four diagnostic methods in TCM.

#### Learning Activities
- Course Pack Reading:
  - CAM: Chapter 12, Diagnostic Methods

#### Instructional Topics
- The Four TCM Diagnostic Methods
Week 10: Diagnostic Methods Overview, Part II

October 23, 2015

Learning Outcomes

By the end of this week, you will:

• briefly compare and contrast diagnosis approaches in TCM and WM

Learning Activities

• Course Pack Reading:
  • Review CAM: Chapter 12, Diagnostic Methods
  • Review II:
    • Weeks 7 – 9

Instructional Topics

• Approaches to Diagnostic Methods

Week 11: Meridians and Acupoints Overview

October 30, 2015

Learning Outcomes

By the end of this week, you will:

• understand the classification of meridians
• understand the classification of acupoints
• locate 2+ commonly used acupoints.

Learning Activities

• Course Pack Reading:
  • CAM: Chapter 5, The Meridians and Collaterals
    o I, The Basic Concept of the Meridians and Collaterals
    o II, The Twelve Regular Meridians
  • In-Class Activity: Meridians and Acupoints | 20%

Instructional Topics

• Meridians
• Acupoints

Week 12: Acupuncture, Moxibustion, Cupping, and Tuina Overview

November 6, 2015

Learning Outcomes

By the end of this week, you will understand:

• common acupuncture techniques such as filiform needling
• moxibustion
• cupping therapy
• the concept and indications of Tuina therapy.

Learning Activities

• Course Pack Reading:
  • CAM: Chapter 14, Acupuncture Techniques
    o I, Filiform Needle Therapy
    o II, Needling Methods
    o III, Precautions, Contraindications and Management of Possible Accidents in Acupuncture Treatment
  • CAM: Chapter 15, Moxibustion and Cupping Method
  • CAM: Chapter 16, A General Introduction to Acupuncture Treatment
    o I, General Principles of Treatment
• Tuina: Chapter 1, Basic Knowledge:
  - 1.1, An Outline
  - 1.2, Acting Principles of Tuina
• In Class Demonstration: Acupuncture Needles, Moxibustion, and Cupping

### Instructional Topics
- Acupuncture Overview
- Moxibustion Overview
- Cupping Overview
- Tuina Overview

#### Week 13: Herbal Medicine Overview
November 13, 2015

**Learning Outcomes**
By the end of this week, you will:
- understand the TCM concept of herbs
- understand the nature and flavor of herbs
- understand the application of Chinese herbs.

**Learning Activities**
- Course Pack Reading:
  - Herbs: General Introduction
    - 1, Properties and Actions of Chinese Medicinal Herbs

**Instructional Topics**
- Herbal Medicine Overview
- The Nature, Flavor, and Application of Herbs

#### Week 14: Health Cultivation Overview
November 20, 2015

**Learning Outcomes**
By the end of this week, you will:
- understand the concept and basic principles of TCM health cultivation

**Learning Activities**
- no readings this week ^__^
- Review III:
  - Weeks 11 - 13

**Instructional Topics**
- TCM Health Cultivation

#### Week 15: Qi Gong and Taiji Overview
December 4, 2015
*(No class on November 27)*

**Learning Outcomes**
By the end of this week, you will:
- understand the concept and basic principles of practicing qi gong and taiji

**Learning Activities**
- The Final Examination (Covers weeks 1 – 15) | Brightspace/D2L | 40%
  - Will take place during the last 30 minutes of the class.
Instructional Topics

- Qi Gong
- Taiji

V. POLICIES

Instructor, department, college, and university policies governing this course are listed below.

1. ATTENDANCE POLICY

UNIVERSITY ATTENDANCE POLICY

The GRU Attendance Policy (available at http://policy.gru.edu/3-7-2-attendance-policy/) essentially states that:

- you are expected to punctually attend all classes from the first to the last day of the term
- your instructor will monitor both your attendance and participation.

INSTRUCTOR ATTENDANCE POLICY

I. UNEXCUSED ABSENCES

There are penalties for excessive absenteeism, as follows:

- 3 unexcused absences result in a 15% penalty on your final course grade (5% deduction per absence)
- 4 unexcused absences result in a 10% penalty on your final examination grade
- 5 unexcused absences result in a course drop with an "F" or "WF" grade, depending on the timing.

II. EXCUSED ABSENCES

Absences will be excused in the case of legitimate reasons that were communicated to the instructor in a timely fashion.

2. POLICY FOR INCLEMENT WEATHER OR OTHER EMERGENCIES

To determine whether or not to attend classes during severe weather conditions or other emergencies, proceed according to the following guidelines:

- Go to http://news.gru.edu/alert and check announcements.
  - Do not attend classes beginning within 30 minutes of the emergencies announced.
- Be prepared; learn more from the GRU Critical Event Preparedness and Response (CEPaR) at http://gru.edu/cepar/.
  - Classes are cancelled and/or suspended to reduce the loss of life and/or property during critical events; do not take unnecessary risks.

3. AUDITING POLICY

The GRU Auditing Policy (available at http://policy.gru.edu/3-3-5-auditing-classes-policy/) states that:

"Regularly enrolled students at Georgia Regents University may register for courses as auditors. No academic credit shall be awarded to students enrolled on this basis. No changes from audit to credit or credit to audit will be permitted after the last day of the schedule adjustment period. Students auditing courses will be required to pay regular fees for enrollment. Courses taken as audits do not count toward financial aid eligibility. A student enrolled as an auditor is expected to attend class regularly and perform such other tasks as may be assigned by the instructor. An auditor who does not attend class regularly may be dropped from the class with a grade of W."

Note: Auditing students must go through the GRU admission process (one time) and then register for this course as auditors, within the registration windows established by the GRU Registrar's Office. For more information, please visit http://gru.edu/registrar/registration.php.

4. COMMUNICATION POLICY

4.1 POLICY ON POSTING OF GRADES

Barring any unforeseen difficulties (e.g., illness), examinations and quizzes will be graded within a week of the due date. Grades are available via the Brightspace/D2L Gradebook. Please check your grades regularly and contact your instructor should you have any questions about your grades or feedback.
4.2 EMAIL

- Email personal questions to your course instructor (rather than sharing them in public D2L discussion forums).
- Give each email a descriptive subject line using the following naming convention: "Course Prefix and Number, Your Name, and the Subject." For instance, if Jane Doe wanted to email her instructor about her Activity 1 grade in the CTCM 7020 class, she would use the following subject line: "CTCM 7020, Jane Doe, Activity 1 Grade."
- Any emails sent to the course instructor will get answered within 48 hours, usually much sooner.
- Please check your email regularly.

5. CLASSROOM ETIQUETTE POLICIES

Kindly turn off electronic devices in class, to avoid disturbing the class.

6. BRIGHTSPACE/D2L POLICY

This course uses Brightspace/D2L to distribute course information, have discussions, take quizzes, submit assignments, and post grades.

7. GRADING POLICY

7.1 MAKE-UP POLICY

If you have a documented, legitimate reason (as noted under the attendance policy) for missing an activity or exam deadline and that reason was communicated to the course instructor in a timely fashion, you may make up the respective activity or exam up to a week after the original deadline, and no later than the last day of class. Please allow 7 business days for the course instructor to grade and provide feedback to the respective make-up activity or exam. Whenever you are in doubt, please consult with your instructor as soon as possible.

7.2 GRADING SYSTEM POLICY

The GRU Grading System Policy (available at http://policy.gru.edu/3-4-2-grading-system-policy/) states that:

"Georgia Regents University uses the 4.00 grade point average system as required by the University System of Georgia. Grades are calculated and truncated at two significant digits. This policy relates grade points to grade letters and defines symbols and terms approved for use in grading at Georgia Regents University."

7.3 GRADE CHANGE POLICY

The GRU Grade Change Policy (available at http://policy.gru.edu/3-3-6-grade-change-policy/) "provides the guidelines for processing a grade change for a final grade. Incomplete grades are not considered final and are governed by the Incomplete Grade Policy."

7.4 INCOMPLETE GRADE POLICY

The GRU Incomplete Grade Policy (available at http://policy.gru.edu/3-4-3-incomplete-grade-policy/) states that:

"A student who is doing satisfactory work but, for non-academic reasons beyond his/her control is unable to meet the full requirements of the course, may be assigned an incomplete ("I") grade. A form must be completed to assign the incomplete grade and must include justification. A student who has received an "I" grade has one additional semester to complete the required work and to receive a final grade. A grade change form is required to remove the incomplete and assign the final grade. Any incomplete grade not removed after the next semester will be converted to an "F" grade."

8. STUDENT ACADEMIC APPEALS POLICY

The GRU Academic Appeals Policy (available at http://policy.gru.edu/3-1-5-student-academic-appeals-policy/) provides a means to appeal in cases where administrative decisions have been made which may negatively impact your academic career.

9. STUDENT GRIEVANCE POLICY

The GRU Student Grievance Policy (available at http://policy.gru.edu/3-1-3-student-grievances-policy/) aims to resolve student academic grievances resulted from faculty actions.
10. ACADEMIC CONDUCT POLICY

The GRU Academic Conduct Policy (available at http://policy.gru.edu/3-1-4-academic-conduct-policy/) states that:  
"The University recognizes that honesty and integrity are necessary to its academic function. The following regulations protect the equity and validity of the university’s grades and degrees, and help students develop ethical standards and attitudes appropriate to academic and professional life. Violations of academic honesty include cheating of all kinds, plagiarism, fraudulent research activity and/or scholarship, collusion, and false statements made to avoid negative academic consequences. […]"

All students are asked to digitally sign a pledge to uphold the Honor Code prior to submitting any graded academic assessment. The pledge states:

“I am the student whose name is shown on top of this examination and I am the person who completed this examination. I neither received from, nor gave assistance or supportive resource to any other person to answer the questions on this examination. The questions on this examination were answered by me without help of textbooks, notes, digital or Web media of any kind, or any other individual. I pledge, to the best of my knowledge that I observed or know of no violation of GRU Honor Code having taken place involving myself or other students.”

The course faculty regularly monitor student activities for evidence of academic dishonesty during all academic activities both on- and off-campus. Please be aware that any student found giving or receiving unauthorized assistance in the preparation of any quiz, assignment, or examination to be submitted as a requirement for a course or exhibiting any type of dishonesty will be evaluated by the course faculty and may be brought before the Student Judiciary Committee for due process and action.

Note that lying, attempted cheating, stealing, or attempted stealing, failure to report the knowledge of an Honor Code violation, and failure to protect the confidential nature of the patient-professional relationship as required by the Health Insurance Portability and Accountability Act (HIPAA) are treated as an act of academic dishonesty.

11. USE OF COPYRIGHTED MATERIALS POLICY

The GRU Policy for the Use of Copyrighted Materials (available at http://policy.gru.edu/16-4-1-policy-for-the-use-of-copyrighted-materials/) states that you are responsible for obtaining appropriate permission for use of all copyrighted materials submitted in your endeavors at the University.

12. POLICY ON ACCOMODATING STUDENTS WITH DISABILITIES

The GRU Accommodating Students with Disabilities Policy (available at http://policy.gru.edu/4-1-1-accommodating-students-with-learning-disabilities/) "ensures that all students with disabilities are afforded equal opportunity and access to all programs and facilities at Georgia Regents University." For information on how you can obtain accommodations, please refer to section IV. Support Services of this syllabus.

VI. SUPPORT SERVICES

TECHNICAL SUPPORT

If you need technical assistance at any time, contact the 24-hour GRU Service Desk at (706) 721-4000 or at http://gru.edu/its/help. Additionally, Monday through Friday from 8 am to 5 pm EST/EDT (excluding University holidays), you can also chat with a technician at http://support.gru.edu/.

RESEARCH SUPPORT

For support with your research needs, please contact the College of Allied Health Sciences librarian, Ms. Maryska Connolly-Brown, MAT, MLIS at (706) 721-9906 or mconnollybrown@gru.edu. You can stop by her desk in AB-203 (daily) or take advantage of her embedded hours in EC-1207 B on Tuesdays and Thursdays from 12 to 1:30 pm.
TESTING AND DISABILITY SERVICES

Georgia Regents University is committed to making online courses accessible to and usable by persons with disabilities in order for students to obtain maximum benefit from their educational experience. To request academic accommodation services, please contact the Testing and Disability Services office at tds@gru.edu and/or (706) 737-1469 as soon as possible, to begin the process. Please note that all discussions with Testing and Disability Services are subsequently with your course instructor are confidential and are meant to insure that your accommodations are appropriately implemented throughout the course. For more information, please visit http://www.gru.edu/admin/tds/.

VII. ADDITIONAL GRU RESOURCES

ACADEMIC COMPUTING LABS

For information on academic computing labs and assistance with various computer applications available at the various such labs, please visit http://www.gru.edu/art/academiccomputing.html.

GRU STUDENT MANUAL

You can access the latest GRU student manual from www.gru.edu/students/conduct/documents/studentmanual.pdf.

INFOCENTRAL

You can obtain information on registration topics—from admissions to enrolling in classes, financial aid and most everything in between by visiting http://www.gru.edu/infocentral/.

VIII. DISCLAIMER

RESERVATION TO THE SYLLABUS

The course instructors reserve the right to make changes to the course syllabus and schedule with reasonable notice to the students.

IX. FOOTNOTES

i Basic computing skills: turn your computer on and off; launch and close computer programs; open and close files;

ii Basic emailing skills: access your email application; open email messages; open, save, and print email attachment; create, save, and send a new message; attach a file to an email message.

iii Basic word-processing skills: access your word-processing application; work with font types and sizes, paragraphs, headers and footers, citations, tables, charts, pictures, comments, and Track Changes; save as DOC or as PDF.

iv Basic Brightspace/D2L skills: access Brightspace/D2L; locate class announcements (news); check attendance through the Attendance area; find the instructor and classmates through the Classlist area; access the course itself through the Content area; access discussions through the Discussions area; access grades through the Grades area; navigate modules and files; expand and collapse (sub)modules; download files; save files.

v Legitimate reasons for absences include:

• illness or emergency medical treatment for self or immediate family
• employment-related training or special assignments
• official Georgia Regents University business
• unavoidable jury duty
• military reserve or active duty obligations.