HSC4579: Women's Health Issues

Department of Health Education & Behavior
University of Florida
Summer A 2021 | May 10, 2021 to June 18, 2021

Instructor: Dr. Garcia-Guettler (she/her/hers)
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Course TA(s): TBD

Department Chair: Dr. Maldonado-Molina
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Course Logistics:

Summer A 2021, Class # 12324, Section 029B
Class Meeting Days/Times: 100% online (asynchronous)
Office Hours: By appointment only. Use Canvas Scheduler to select and confirm appointment date/time.

- Week 1, Friday, 5/14/21, 11:00am-1:00pm | Weeks 2-6, Mondays, 2:00pm-4:00pm | Or by appt

Emails & Course Correspondence

- Using Canvas email is the ***BEST*** way to contact me.
- Email inquiries received Mondays through Thursdays will usually receive a reply within 24 business hours of receipt; however, if you have not received a reply within 48 hours, please resend your inquiry.
    - Emails sent after 4:00pm on Fridays and/or during the weekends will be replied to the following Monday.
- Please refer to "Email Correspondence Etiquette" beginning on page 6 of this syllabus for more information.

Course Description:

The multidimensional roles of American women as individuals, partners, mothers, nurturers, caretakers, and career persons cause women's health status to be of vital importance. While women and men both experience similar diseases, disorders, and causes of death, women often experience these in different forms and at different stages and ages in life. The primary purpose of this course is to explore current issues in women's health. The course will cover a broad range of health issues that are either unique to women or of special importance to women. Additional topics include information for the health consumer, preparation as an advocate of healthy lifestyles, and awareness of the role health plays in the lives of all women.

REQUIRED Course Textbook:

- Title: New Dimensions in Women's Health (8th Edition)
- Authors: Alexander, LaRosa, Bader, Garfield, Alexander
- Formats Available: Paperback & E-Book
- ISBN-10: 1284178412 | ISBN-13: 9781284178418
- **Note: This course is aligned to this specific edition of the textbook.**
    - *If you choose to purchase/rent/study a previous edition of this text, you do so at your own risk.*
- When applicable, other books/readings as assigned for class will be provided via Canvas Couse Website.

CAVEAT: *The course guide/syllabus, schedule, any course-related rubrics, course requirements, and procedures in this course are subject to change in the event of extenuating circumstances.*

Prerequisites:

- None

Learning Outcomes / Course Objectives:

Upon completion of this course, students will be able to:

1. Summarize the history and overall current state of contemporary women's health in the U.S.
2. Explain the significance of cultural and international diversity and women's health.
3. Cite the important events in history of the women's social movement and in the history of women's health.
4. Illustrate an understanding of the current literature on women's health.
5. Associate how the health education process can be applied to women's health issues.
6. Distinguish the major issues for women, moving through early life transitions, including biological, educational, social and political issues.
7. Demonstrate, through course activities and participation, how to be an effective advocate for women's health issues.

What You Can Do To Be Successful in HSC 4579:

- Take ownership of your education and learning experience.
- Familiarize yourself with all course due dates.
- Read assigned textbook chapters and/or supplementary materials prior to:
    - watching video lecture,
    - beginning quizzes, and
    - engaging in discussion forums.
- Be an active participant in course discussion forums and respect the viewpoints & contributions of your instructor and fellow classmates.
- Adhere to the deadlines in the Canvas Course Calendar. (See also Policy for Submitting Assigned Work)

Course Announcements:

- Check Canvas announcements daily. Set up your Canvas "Notifications" so you are informed as soon as possible when announcements are made by the instructor.
- You are responsible for ***all*** information included within Canvas Announcements.

Course Requirements, Accessibility:

- Reliable Internet connection (DSL, LAN, or cable connection desirable)
- Access to University of Florida's E-Learning System, Canvas http://elearning.ufl.edu/.

Course and Instructional Format:

- A combination of readings, pre-recorded video lectures and activities will be used in this course and will be delivered ENTIRELY online through University of Florida's E-Learning System, Canvas http://elearning.ufl.edu/.

UF College of Health & Human Performance
Department of Health Education and Behavior
UNIVERSITY of FLORIDA

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Course Requirements, Evaluation and Grading:

The grade for this course will be based upon the cumulative point total of the following:

Course Requirements	Point Value
1. Course Introductory Assignments: Photo Upload, DF: Introduce Yourself, Syllabus Quiz, Honorlock Quiz	25 points
2. Readiness Assessment Quizzes (RAQ's) (Mod 1-12 | 12 RAQ's @ 5pts each and 1 drop permitted)	55 points
3. Discussion Forum (DF) Posts & Replies (Mod 1-12 | 12 DF's @ 5pts each and 1 drop permitted)	55 points
4. Gratitude Journal Entries (GJE) (Mod 1-12 | 12 GJE's @ 5pts each with 1 drop permitted)	55 points
5. Exam Peer Review Contribution (3 @ 5pts each)	15 points
6. Infographic Project (Topic Selection = 5pts | Project = 25pts)	30 points
7. Exams (3 @ 100pts each)	300 points
Course deadlines can be found towards the end of this syllabus and on our Canvas course site.	**Total = 535 points**

Grading Scale:

A	93% - 100%
A-	90% - 92.9%
B+	88% - 89.9%
B	83% - 87.9%
B-	80% - 82.9%
C+	78% - 79.9%
C	73% - 77.9%
C-	70% - 72.9%
D+	68% - 69.9%
D	63% - 67.9%
D-	60% - 62.9%
E	0% - 59.9%
UF Grade Points and Grading Policies	

Please note:
Students who have a very low grade and do not drop/withdraw from this course nor explain his/her situation to the instructor on or before the UF Drop/Withdrawal Deadline will be given an "E" (Failing grade), NOT an "I" (Incomplete grade).

It is unethical and a violation of the UF Student Honor Code to request an unjustifiable grade adjustment (UF Student Honor Code: "Conspiracy to Commit Academic Dishonesty"). Please understand that 89.99999% equals a "B+" semester grade. Under no circumstances will I give extra credit assignments, extra points, nor fractions of extra points, so please do not ask. However, if a grade input error occurs, you should notify me as soon as possible. I will examine the Canvas grade to determine whether a calculation error has occurred. If an error occurred, the grade will be adjusted.

Descriptions of Course Requirements

1. Course Introductory Assignments (25 points)

a. Canvas Photo Upload (0 points; complete/incomplete)
b. Personal Introduction & Peer Replies (10 points)
c. Syllabus Quiz (10 points)
   - Syllabus Quiz: The course syllabus is considered THE mutual agreement between me (the course instructor) and you (the student). The Syllabus Quiz is to ensure that you fully understand the assignment expectations of this course as well as this course's policies and procedures.
d. Honorlock Familiarization Quiz (5 points)
   - Honorlock will proctor your exams this semester. Honorlock is an online proctoring service that allows you to take your exam from the comfort of your home. You DO NOT need to create an account, download software or schedule an appointment in advance. Honorlock is available 24/7 and all that is needed is a computer, a working webcam, and a stable Internet connection. More information about using HonorLock will be included in our Canvas course website
   - This "Familiarization Quiz" is designed to provide you with an opportunity to try/test HonorLock. If any HonorLock issues arise which need attention, it/they must be taken care of prior to Exam 1.

2. **Readiness Assessment Quizzes "RAQ's" (12 @ 5 points each with 1 drop permitted = 55 points)**
   a. Modules 1-12 RAQ's are brief, open-book, quizzes based on the reading assignment for that module. These quizzes may include multiple-choice, true/false, and/or short answer type questions.

3. **Discussion Forum "DF's" (12 @ 5 points each with 1 drop permitted = 55 points)**
   a. Please see rubric below prior to developing your Discussion Forum (DF) posts so that you will receive the most amount of points. Supplemental information provided in Appendix A.

Rubric for your DF Personal Posts (3 pts)		
Great Job, that's exactly what I was looking for! (3pts)	**Not too bad, it's close to what I was looking for. (1.5pts)**	**Uh oh, what happened here? Let's revisit this. (0pts)**
Reflects good understanding of related textbook reading; posts factually correct information, reflective and substantive contribution; advances discussion.	Posts information that is factually correct; however, lacks full development of concept or thought.	Repeats but does not add substantive information to the discussion. OR Posts information that is off-topic, incorrect, or irrelevant to discussion. OR, no initial post submitted. Late discussion posts also receive 0 points.

Rubric for your DF Peer Replies to peers (2 replies per discussion topic required, 1 point per reply = 2pts)		
Great Job, that's exactly what I was looking for! (1pt)	**Not too bad, it's close to what I was looking for. (0.50 pts)**	**Uh oh, what happened here? Let's revisit this. (0pts)**
Demonstrates analysis of others' posts; extends meaningful discussion by building on previous posts	Elaborates on an existing posting with further comment or observation.	Posts shallow contribution to discussion (e.g., agrees or disagrees); does not enrich discussion. Posts no follow-up responses to others. Late reply posts also receive 0 points.

4. **Gratitude Journal Entries "GJE's" (12 @ 5 points each with 1 drop permitted = 55 points)**
   a. Each student will be asked to post gratitude journal entries with assigned prompts/topics identified within the corresponding Module.

5. **Exam Peer Review Contributions (3 @ 5 points each = 15 points)**
   a. For each exam, you will contribute 3 questions (2 multiple choice & 1 true/false) from specifically assigned pages (according to last name) of the course textbook to supplement exam preparation.

6. **Infographic Project (30 points total)**
   a. An infographic is a distinctly visual illustration of information, data, or content intended to quickly convey information to a reader. Students will develop an infographic based on a women's health issue of their particular interest. Specific details of assignment requirements will be posted in the Canvas course website. There are 2 parts to this Infographic Project:
      - Topic Selection and Description (5 points)
      - Final Project (25 points)

Please continue to next page…

7. **Exams (3 Exams @ 100 points each = 300 points)**
   a. There will be 3 non-cumulative, closed-book, closed-note exams for this class. Material presented on each exam is formulated to assess your comprehension as well as applicability of information learned. Exams will consist of questions using various formats such as: multiple choice, true/false, matching, short answer, & essay.

Other Policies and Procedures

Policy for Exams and Submitting All Assigned Work:

- ***Assignments will not be accepted late.***
- You are expected to adhere to the deadlines provided in the Canvas Course Calendar. I do recognize that personal circumstances arise which may interfere with your ability to meet a deadline. If an emergency arises which causes you to miss a deadline, it is your responsibility to communicate with me within 24 hours and provide formal documentation via email within 72 hours of the missed deadline. I will not be receptive to retrospective requests for extensions.
- Without formal documentation submitted within 72 hours of a missed deadline, any assignment will receive a grade of zero (0) and cannot be made up.
- Exams: Unexcused missed exams will result in a grade of zero (0). You are absolutely not permitted an exam schedule adjustment or make-up for personal travel/vacations, so please make your travel arrangements accordingly. If you have a serious emergency or life event, please contact the Dean of Students Office (www.dso.ufl.edu) and they will contact your instructor so that you do not have to provide documentation of the emergency in order to reschedule your exam.

Academic Integrity:

- Each student is expected to make an honest effort in this class and to be scrupulous in maintaining academic integrity. Cheating and plagiarism will not be tolerated, and college guidelines on academic misconduct will be enforced.
- UF students are bound by The Honor Pledge which states, "We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code. On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: "On my honor, I have neither given nor received unauthorized aid in doing this assignment." The Honor Code specifies a number of behaviors that are in violation of this code and the possible sanctions. Click here to read the Honor Code. Furthermore, you are obligated to report any condition that facilitates academic misconduct to appropriate personnel. If you have any questions or concerns, please consult with the instructor of this class.

Americans with Disabilities Act (ADA):

- The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protections for persons with disabilities. Among other entities, this legislation requires that all students with documented disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you registered through the Disabilities Resource Program in the Dean of Students Office at 352-392-1261, or www.dso.ufl.edu/drc and you need specific accommodations for the course, I will gladly provide those accommodations.
  - Any student who needs accommodations to complete the requirements and expectations of this course due to documented disability should provide his/her formal documentation via email to the instructor within the first week of the semester or as soon as possible.
- If you did not register formally, but you know you have behavioral or learning disabilities or other issues that might affect your performance in the course, please tell me and I will help you.
- It is imperative that you verify your specific access needs with your course instructor at least 48 hours PRIOR to schedule assessments.

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Email Correspondence Etiquette

- Please utilize proper etiquette when sending emails. This includes an appropriate:
  - Subject" heading,
  - Proper greeting/salutation (i.e., Hello, Dr. Garcia-Guettler, or Good morning, Dr. G, etc.),
  - Grammatically correct message body, and
  - Proper closure (i.e., Your Student, Thank you, Best, etc.) followed by first and last name
  - *I **EXPECT** professionalism from you. Inappropriate or etiquette-deprived emails will be returned with a suggestion to revise & resend.*
- Example:

  Subject Heading: **RAQ 5 Inquiry**

  Message Body:

  Hello Dr. Garcia-Guettler,
  I believe question number 2 on my RAQ #5 was mis-graded. On page 70 of our textbook, the third paragraph on the left column describes why the answer should be "true." Can you please look into this for me?

  Your Student,
  [First and Last Name]

Course Evaluations:

- Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at https://gatorevals.aa.ufl.edu/students/. Students will be notified when the evaluation period opens and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via https://ufl.bluera.com/ufl/. Summaries of course evaluation results are available to students at https://gatorevals.aa.ufl.edu/public-results/.

Policy on Recommendation Letters

- I will consider preparing recommendations for graduate programs, professional schools, internships, scholarships and for jobs if and only if ALL of the following requirements have been met by you:
  a. Have completed at least TWO courses from me and received "A" grades.
  b. Were/Are actively engaged in discussions forums and/or other related activities and assignments
  c. Have engaged with me personally either during office hours or by appointment at least twice during each course to share about yourself (graduate school interests, career goals, general health education inquiries, etc.),
  d. Are willing to waive your right to review the letter of recommendation,
  e. Provide your recommendation request to me verbally (in-person or virtually) and via email at least 5 weeks prior to the date the recommendation is due.

University Resources:

The University of Florida recognizes that pursuit of an online degree requires just as much student support as pursuit of a traditional on-campus degree and therefore, each online program is responsible for providing the same student support services to both students who are in residence on the main campus and those who are seeking an online degree through distance learning.

- **Online Computing Help Desk:** http://helpdesk.ufl.edu/
  The UF Computing Help Desk is available to assist students when they are having technical issues.

- **Online Library Help Desk:** http://guides.uflib.ufl.edu/content.php?pid=86973&sid=686381.
  The help desk is available to assist students with access to all UF Libraries resources.

- **Disabilities Resource Center:** http://www.dso.ufl.edu/drc/
  If you have a physical, learning, sensory or psychological disability, please visit the DRC.

- C**ounseling and Wellness Center:** http://www.counseling.ufl.edu/cwc/
  Visit the counseling and wellness center to speak to a counselor about any personal problems.

- **Dean of Students Office:** http://www.dso.ufl.edu/
  Visit the Dean of Students site for help resolving a conflict or for student code of conduct inquiries.

- **GatorWell Health Promotion Services:** http://gatorwell.ufsa.ufl.edu
  Health Education for the Gator Nation. GatorWell Health Promotion Services supports student success by providing excellent, accessible, and relevant health information, programs and services to UF students about health and wellness topics relevant to the college experience.

- **U Matter, We Care:** umatter@ufl.edu
  Your well-being is important to the University of Florida. The U Matter, We Care initiative is committed to creating a culture of care on our campus by encouraging members of our community to look out for one another and to reach out for help if a member of our community is in need. If you or a friend is in distress, please contact umatter@ufl.edu so that the U Matter, We Care Team can reach out to the student in distress. A nighttime and weekend crisis counselor is available by phone at 352-392-1575. The U Matter, We Care Team can help connect students to the many other helping resources available including, but not limited to, Victim Advocates, Housing staff, and the Counseling and Wellness Center. Please remember that asking for help is a sign of strength. In case of emergency, call 9-1-1.

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Appendix A

Supplemental Information about Discussion Posts & Replies: by Elle O'Keefe

http://www.rasmussen.edu/student-life/blogs/online-learning/creating-the-perfect-discussion-post-for-online-classes/

- The discussion area is the foundation for two-way communication with your instructors and classmates. The discussion forum is the heart of the online course as it serves as a platform for learning and engaging.
- As an online learner, you hope that your post will draw other students' attention to validate your opinions, add insight, and build a stronger learning experience. Classmate feedback can be priceless to your learning process as an online student. After you make such an investment, it can be discouraging to see that nobody responded to your discussion post.
- There are a few things online students can do to make your discussion posts stand out to your peers and to your instructors in order to get more responses and help increase your grades. This article will highlight some great tips for creating the perfect discussion post for your online college courses.

Content

- **Make sure that your posts facilitate comments**. Sometimes in a discussion forum the questions can be worded so that everyone's responses are similar. In this case, you will want to go the extra mile by adding a question at the end of your post so you are facilitating a question and answer-type conversation among your classmates and instructor.
- **Beyond answering just the questions, incorporate your experiences with a related subject matter.** People love to read stories, because it helps them feel an emotional connection to the content.
- **Current events are an effective way to get people involved in discussion forums.** Local or national news stories may tie in perfectly content discussed in your online classroom's forum. For example, an article about mortgage fraud might be beneficial in a discussion forum about ethical decision making.
- **Don't be afraid to intertwine the course content learned in different courses to supplement your discussion forums.** Learning is funny: even though we might just think that all courses are taught in isolation, they all really combine as pieces of a larger puzzle.
- **Ask a thought-provoking question or taking a controversial stand.** After you learn the material, you can step back and look how you can apply it in a difficult situation where your original answer might seem counter-intuitive. Don't be afraid to ask the "Yeah, but what if…" questions.
- **If you say the same thing everyone else says, you can expect the same results.** Add something different, something of value, and look at the changes to your response rate.

Formatting

- **If your post is easy to read, it is likely that more people will read and respond.** In such case, if everyone is using single spacing, use single spacing. If everyone is formatting the text to the left, format it to the left. If everyone uses size 3, use size 3. If everyone is using a specific font and color, use the specific font and color. You want to avoid any distracting colors, fonts, or awkward spacing, or other odd formatting. Take a look at your posts, to see how similar they are to your classmates' posts. If they are quite different, then change them.
- **Avoid spelling or grammatical errors.** You lose credibility and your instructors and fellow students may discount the quality of your posts if your posts are riddled with errors. Don't let the reader try to interpret what you are saying: say it clear and precise.
- **Replies.** If you want to maximize the amount of responses, respond to several peers each week. First, identify a group of peers whose opinions you value (by judging the quality of their posts and responses to other classmates) and make sure to respond to at least one of the members of that group each week.
- **Try to respond to every one of your classmates throughout the course.** When you show that you value your classmates' contributions, they will value yours. Remember the saying; the best way to make a friend is to be one. Well, the best way to be responded to in the discussion forum is by providing good responses to your classmate.

Women's Health Issues – HSC 4579

3 credit hours | Summer A 2021, 100% Online Course | May 10, 2021 through June 18, 2021 | All times are EST.

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
5/09	5/10 Orientation Module Getting Acquainted with HSC 4575 Online Due by 10:00pm 1. Add Photo to Canvas Due by 11:59pm 2. Module 00 DF: Personal Introduction Post	5/11 Orientation Module Getting Acquainted with HSC 4575 Online Due by 10:00pm 1. Syllabus Quiz Due by 11:59pm 2. Module 00 DF: Introduction Peer Replies	5/12 Module 01 Introduction to Women's Health Due by 10:00pm 1. Module 01 RAQ Due by 11:59pm 2. Module 01 DF: Personal Post	5/13 Module 01 Introduction to Women's Health Due by 10:00pm 1. Module 01 DF: Peer Replies Due by 11:59pm 2. GJE #01	5/14 Module 02 The Economics of Women's Health Due by 10:00pm 1. Module 02 RAQ Due by 11:00pm 2. Infographic Topic Selection Due by 11:59pm 3. Module 02 DF: Personal Post	5/15
5/16	5/17 Module 02 The Economics of Women's Health Due by 10:00pm 1. Module 02 DF: Peer Replies Due by 11:59pm 2. GJE #02	5/18 Module 03 Health Promotion and Disease Prevention Due by 10:00pm 1. Module 03 RAQ Due by 11:00pm 2. Honorlock Familiarization Quiz Due by 11:59pm 3. Module 03 DF: Personal Post	5/19 Module 03 Health Promotion and Disease Prevention Due by 10:00pm 1. Module 03 DF: Peer Replies Due by 11:59pm 2. GJE #03	5/20 Module 04 Sexual Health Due by 10:00pm 1. Module 01 RAQ Due by 11:00pm 2. Exam 1 Peer Review Contribution Due by 11:59pm 3. Module 04 DF: Personal Post	5/21 Module 04 Sexual Health Due by 10:00pm 1. Module 04 DF: Peer Replies Due by 11:59pm 2. GJE #04	5/22
5/23	5/24 Exam 1 Modules 1 - 4 90 minutes (1.5hrs) 60 of Questions Format: Multiple Choice and True/False) Exam will open at 6:00am and will close at 11:59pm	5/25 Module 05 Reproductive Health Due by 10:00pm 1 Module 05 RAQ Due by 11:59pm 2. Module 05 DF: Personal Post	5/26 Module 05 Reproductive Health Due by 10:00pm 1. Module 05 DF: Peer Replies Due by 11:00pm 2. GJE #05	5/27 Module 06 Pregnancy and Childbirth Due by 10:00pm 1. Module 06 RAQ Due by 11:59pm 2. Module 06 DF: Personal Post	5/28 Module 06 Pregnancy and Childbirth Due by 10:00pm 1. Module 06 DF: Peer Replies Due by 11:59pm 2. GJE #06	5/29

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Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
5/30	5/31 	6/01 Module 07 Sexually Transmitted Infections Due by 10:00pm 1. Module 07 RAQ Due by 11:59pm 2. Module 07 DF: Personal Post	6/02 Module 07 Sexually Transmitted Infections Due by 10:00pm 1. Module 07 DF: Peer Replies Due by 11:59pm 2. GJE #07	6/03 Module 08 Menopause and Hormone Therapy Due by 10:00pm 1. Module 08 RAQ Due by 11:00pm 2. Exam 2 Peer Review Contribution Due by 11:59pm 3. Module 08 DF: Personal Post	6/04 Module 08 Menopause and Hormone Therapy Due by 10:00pm 1. Module 08 DF: Peer Replies Due by 11:59pm 2. GJE #08	6/05
6/06	6/07 Exam 2 Modules 5 - 8 90 minutes (1.5hrs) 60 of Questions Format: Multiple Choice and True/False Exam will open at 6:00am and will close at 11:59pm	6/08 Module 09 Nutrition, Exercise, and Weight Management Due by 10:00pm 1. Module 09 RAQ Due by 11:59pm 2. Module 09 DF: Personal Post	6/09 Module 09 Nutrition, Exercise, and Weight Management Due by 10:00pm 1 Module 09 DF: Peer Replies Due by 11:59pm 2. GJE #09	6/10 Module 10 Cardiovascular Disease, Cancer, and Chronic Disease Due by 10:00pm 1. Module 10 RAQ Due by 11:59pm 2. Module 10 DF: Personal Post	6/11 Module 10 Cardiovascular Disease, Cancer, and Chronic Disease Due by 10:00pm 1 Module 11 DF: Peer Replies Due by 11:59pm 2. GJE #10	6/12
6/13 Due by 11:59pm Infographic Project	6/14 Module 11 Mental Health & Violence and Abuse & Harassment Due by 10:00pm 1 Module 11 RAQ Due by 11:59pm 2 Module 11 DF: Personal Post	6/15 Module 11 Mental Health & Violence and Abuse & Harassment Due by 10:00pm Module 11 DF: Peer Replies Due by 11:59pm 2. GJE #11	6/16 Module 12 Women in the Workforce Due by 10:00pm 1. Module 12 RAQ Due by 11:00pm 2. Exam 3 Peer Review Contribution Due by 11:59pm 3. Module 12 DF: Personal Post	6/17 Module 12 Women in the Workforce Due by 10:00pm 1. Module 12 DF: Peer Replies Due by 11:59pm 2. GJE #12	6/18 Exam 3 Modules 9 - 12 90 minutes (1.5hrs) 60 of Questions Format: Multiple Choice and True/False Exam will open at 6:00am and will close at 11:59pm	6/19