

**Darrell Lee Phillips**  
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## **EDUCATION**

### **PhD General Psychology, 2014 Capella University, Minn., MN**

Sport, Exercise & Health Psychology Specialization

Dissertation: STRESS RECOVERY FOR COLLEGE STUDENTS: A FOUR-WEEK STRESS RECOVERY TRAINING PROGRAM

### **Masters of Science 1991 University of Idaho, Moscow, Idaho**

Physical Education/Sport and Exercise Psychology

Research project: SOCIAL SUPPORT AND ADHERENCE TO INJURY REHABILITATION PROGRAMS

### **Bachelors of Science in Education 1988 Emporia State University, Emporia, Kansas**

Physical Education, Coaching Emphasis, Minor in Psychology

Internship -

### **1990-91 University of Idaho, Moscow Idaho; Washington State University, Pullman**

**Washington;** Conducted psychological interventions for injured Division I athletes; Established Sport Psychology Lab for Graduate Students in Sport and Exercise Science: Created and implemented an Adherence to Injury Rehabilitation Program for Injured Athletes; Collected data from High School baseball athletes for goal setting investigation.

Graduate Teaching Assistantship-

### **1988-90 University of Idaho, Moscow Idaho**

Taught a variety of Physical Education skills classes including, Archery, Basketball, Bowling, Golf, Racquetball, Tennis, Volleyball, Weight Training, as well as the Gymnastics course for Physical Education Major/Minor students.

### **1987 Aug-Dec. Student Teaching-**

Woodhatch School, Redhill, Surrey, England, GB

Taught Physical Education courses to high school students.

## **CERTIFICATIONS**

Certified Strength & Conditioning Specialist, National Strength & Conditioning Association.

1997 - present

USA Triathlon Coach – 2007 - present

## **PROFESSIONAL EXPERIENCE**

**University of Kansas- Lecturer/Graduate Admissions Coordinator.** February 2016 – Present. Teach Graduate Sport Psychology, Serve as Graduate Student Thesis Committee Member, Administer Graduate applications, process graduate students progress toward degree completion. Assist with Sport & Exercise Psychology Lab, serve as mentor to Graduate students seeking consultant experience.

**Absolute Sports Performance** – June 2002 – Present.

Sports Performance Consultant. Consulting with individuals and teams, coaches and parents, developing training programs, mental skills for performance enhancement, and building team cohesiveness.

**Metropolitan Community College- Penn Valley** - January 1999-January 2017.

Physical Education Department Chair/Fitness Center Coordinator

Penn Valley Community College, Kansas City, Missouri. Supervise the daily operation of the Physical Education Department and Community Fitness Center. Responsibilities include hiring and training part-time faculty, part-time staff, and student workers. Direct and coordinator exercise science internships. Oversee the 17 Credit and 9 non-credit classes offered to students, student members, employee members, and community members. Manage the budget for staffing, equipment repair, new equipment, advertising, and maintenance of equipment. Teach Physical Education courses.

**Internship Coordinator/Leader for Certified Personal Trainers**– June 2002-January 2017.

Coordinate supervised internship activities for students passing the Personal Trainer's Certificate program written and practical exams.

**Physical Education Department/Fitness Center.** Academic Coordinator/ Fitness Specialist, 11/1997-01/1999 Coordinate 14 Physical Education Activity classes. Teach core weight training classes. Oversee the daily operation of the Fitness Floor of the Fitness Center. Organize and manage the community and corporate membership records, software, and billing procedures.

**Teaching** – Recent courses- Health Psychology, Sport and Exercise Psychology, Personal Fitness Trainer Certification, Essentials of Strength & Conditioning, Running for Fitness

**Ottawa University, Ottawa KS** Adjunct Faculty - Spring 2015 Spring 2016, Fall 2016

Teaching The Psychology and Sociology of Sport; Spring 2015 Introduction to Stress Management – Fall 2015 Essentials of Strength Training & Conditioning. Internship coordinator for Exercise Science Strength and Conditioning Students.

**University of Kansas** – Spring 2019, 2018 & 2016 -Teaching Graduate Sport Psychology HSES 804

**Purdue University**, West Lafayette, Indiana 8/1990-8/91. Taught a variety of Physical Education skills classes and Physical Education Core Theory classes, including Gymnastics, Volleyball, Racquetball, Weight Training, Lifetime Fitness, Track & Field, and Soccer.

**Academic Mentor to Purdue Men's Varsity Basketball.** 1990 – 91 Academic Year

### **Coaching Experience**

MCC-Penn Valley – 1998 to Feb. 2017 -Head Strength & Conditioning Coach, Men's Women's Varsity Basketball.

Off Season Strength & Conditioning Coach - 1999 to December 2016 - Off Season Strength & Conditioning for other MCC sports, Summer semesters since 1999 – Soccer, Softball, Cross Country, Basketball

Marathon Training Team 2008 –Head Conditioning Coach for amateur runners, led 29 runners to compete in the Dublin Ireland 2008 Marathon.

Triathlon & Marathon Coach –Age group athletes since 2004.

**Mentor/Advisor Experience** – University of Kansas, Department of Health Sport & exercise Science. 2018 – present. MCC Penn Valley, Advise and counsel students in regard to careers in Physical Education & Exercise Science.

Academic Mentor and Study Hall Supervisor Mens Varsity Basketball Purdue University, 1991

### **Non-educational Based Work Experiences**

**Fitness at Home. Health Wise Lifestyle Center**, Shawnee Kansas.4/1994-11/1997

**Owner/Operator.** On-site personal fitness trainer, providing individual and group fitness and training instruction.

**Heinz Venture Group Physical Activity Program Instructor** – Weight Watchers Personal 08/91-09/94 –. Overland Park, Kansas. Teach exercise adherence and nutrition education to members of weight management facility. Developed training program for teaching physical activity practice to regional staff. Trained and supervised staff of 12.

### **Organization memberships**

Association for Applied Sport Psychology

National Strength and Conditioning Association. Certified Strength and Conditioning Specialist.

NSCA Executive Board Sport & Exercise Psychology Special Interest Group (SIG)

USA Triathlon Certified Coach

### **Skills**

Word Procession, PageMaker, Power Point, Excel, SPSS, and various other computer software.

Foreign Language – Portuguese, conversational level, beginning French, beginning German

### **Professional Presentations**

**Phillips, D.** , *Well-Being for Student Athletes – A Short Vacation in the Middle of the Day!* Association of Applied Sport Psychology National Conference –Poster Presentation -**Toronto, Canada, October 2018**

**Phillips, D.** Sport Psychology and Strength & Conditioning Special Interest Group Solution Session Discussion Leader– National Strength and Conditioning Association National Conference – **Indianapolis, IN July, 2018**

**Phillips, D.** Association of Applied Sport Psychology National Conference –Poster Presentation - **Orlando, FL Sept. 2017**

**Phillips, D.** Sport Psychology and Strength & Conditioning Special Interest Group Solution Session Discussion Leader– National Strength and Conditioning Association National Conference – **Las Vegas, NV July, 2017**

**Phillips, D.** *Sport Psychology in the Weight Room*, Conference Presentation, **NSCA Kansas State Conference, Emporia, KS, Dec. 2016**

**Phillips, D.** *Mental Health through Mental Skills Training – Psycho-physiological Stress Recovery for Student- Athletes* Association of Applied Sport Psychology National Conference – Poster Presentation -**Phoenix, AZ, Sept. 2016**

**Phillips, D.** *Regular Physical Activity as a Facilitator for College Student Stress Recovery.* Association of Applied Sport Psychology National Conference –**Indianapolis, IN Oct 2015** Poster Presentation -

**Phillips, D.** Sport Psychology and Strength & Conditioning Special Interest Group Discussion Leader– National Strength and Conditioning Association National Conference – **Orlando Florida. July, 2015**

**Phillips, D.** *Stress recovery for college students: a four-week stress recovery training program.* Annual conference for the Association for Applied Sport Psychology. Poster Presentation, AASP National Convention, **Las Vegas Nevada, 2014**

**October 2011** – MCC Employee In-service Stress Recovery for the Office Worker

**2002** - Present - World Instructor Training Schools Personal Trainer Course, Lead Instructor - Course includes 36 hours of student contact, lecture and practical labs.

Intern Supervisor for 30-hour Certified Personal Trainer internships.

**1994** – Present: Wellness and Health Prevention Workshops at Metropolitan Community College

Burton, D., Daw, J., Williams-Rice, B.T., & **Phillips, D.** *Goal setting styles: The influence of self-esteem on goal difficulty preferences.* Annual meeting of the Canadian Society for Psychomotor Learning and Sport Psychology, Victoria, British Columbia, October 1989.

Burton, D., Williams-Rice, B.T., **Phillips, D.**, & Daw, J. *The impact of goal difficulty and task complexity on basketball skill development.* Annual meeting of the North American Society for the Psychology of Sport and Physical Activity, Kent, Ohio, June 1989.

Burton, D., & **Phillips, D.** *Do anxious basketball players shoot more poorly? Confirming the anxiety-performance hypothesis.* Annual meeting of the Northwest District of the American Alliance of Health, Physical, Education, Recreation, and Dance, Boise, Idaho, March 1989.

**Grants/Fundraising**

\$40,000+ - 2008 MCC Foundation Scholarship Fundraising Project, Dublin Ireland Marathon Training Program, Physical Preparation Coach, Participant recruiter and retention Coach.

\$1000 MCC PV Lab Fee Grants 2003, 2006 – purchase TRX Cross Training Straps & Polar Heart Rate Monitors

\$1500 USA Tennis Program Development Grant, 2009 – Purchase of Tennis Rackets, tennis balls, related equipment, books

\$20,000 – 2004, MCC PV new equipment Grant, purchase of LifeFitness Strength Training Equipment

**Personal Interest**

Foreign Travel, Europe, South America, Hiking, Canoeing, Photography, Mountain Biking, Alpine Skiing, Triathlon competition.

Redman Half-Ironman Triathlon – 2<sup>nd</sup> place Clydesdale division, 2006

Escape from Alcatraz Triathlon – 2-time finisher, 2007 & 2010

Kansas 70.3 IRONMAN – 2-time finisher, 2008 & 2009

**Academic Portfolio – Darrell Lee Philips****Education Philosophy**

My personal philosophy in education is based in a holistic foundation of assisting students in acquiring knowledge, application of that knowledge in context, and integration of that knowledge into professional and daily living. Any student should seek to obtain content specific knowledge with intent of using the knowledge to create a larger foundation of intellectual, professional, and social skills that will improve the quality of their life and the lives of those around them. The foundation of degree-specific and elective course knowledge and skills should be considered regarding the relationship of the individual's role and their impact on the local community, the impact of globalization on their profession and vice-versa, and their overall contribution and interaction with like and unlike professionals and laypersons. Integration of the societal impact of their daily and long-term choices and goals are equally important. No person lives in a bubble, and education is formed from the compilation of the academic and social experiences learned and applied with constant robustness and vigor. Exams, term papers, and facts are only one part of education. The active interaction with people from all academic disciplines, cultures, backgrounds, and abilities must be part of the college education.

**Course preferences.**

My preferred courses for teaching Exercise Psychology, Health Psychology and Sport Psychology. I also enjoy teaching Strength and Conditioning courses (with options for Certifications), Exercise Physiology, Kinesiology, Applied Health Fitness Psychology, and

Health Behavior Theory. My specific topical interests in Health Psychology is promoting Health Education via Health Literacy, the Health Belief Model, health Locus of Control, promoting health conscientiousness, and metacognition of health behaviors.

I also believe intern supervision and the development of new intern supervisors is such an integral component of student development I feel it is my responsibility to be directly involved in student-intern supervisor relationships.

### **The role of the student in education.**

Student populations tend to be quite diverse and each group brings a special package of characteristics. Traditional and non-traditional students are all students. Culture and background may influence how each student originally approaches academia, but each have a goal of self-improvement. Students are learners and need guidance and tools to participate in guided discovery. Students must also learn to think and behave in a metacognitive manner. Learning to reflect on individual thought is critical for student growth. Purposeful, thoughtful writing and critical thinking are hallmarks of a growth mindset and need to be developed as a student's role and responsibility.

### **Teaching Philosophy**

My teaching philosophy is based on a very interactive flexible instructional and facilitation approach. I use humor and other positive emotions to encourage students into connecting course material with their current lives and their future professional and social lives. Ideally, I would like to facilitate student outcomes, helping guide students toward their own understanding and application of the course material through cross-disciplinary activities, such as co-research projects, internships in related academic fields. I truly value experiential learning as an additional component of my teaching philosophy, integrating in-class labs, community experiences, and student experiences as they all relate to course material.

### **Teaching, Advising & Mentoring -A teacher's role in education.**

The teacher is a facilitator, role model, and source of information, not only for course related material but as an advisor and mentor for a student's entire educational experience. I believe a teacher is responsible for conducting a classroom which **facilitates** all students and provides multiple benefits from their participation in the course. Meetings and opportunities outside classroom may provide as many opportunities for growth as inside the classroom.

### **Evaluation practices.**

Just as there are many learning styles and student aptitudes, student grading schemes should also be varied. Along with providing a variety of course information delivery strategies,

student testing should also be varied. My teaching preferences include using lecture, discussion, small work groups, student in-class presentations, group –open-note quizzes, guest speakers, video, and live field trips, and laboratories. An experiential education design will provide hands on experience in health education, sport and exercise psychology, and may be applied to all courses. Students need a variety of learning opportunities to demonstrate understanding and application as well as analyzing, evaluating, and creating. Collectively, student participation in class room activities and presentations, T/F and multiple choice quizzes, short written answer exams, term papers, and student created course assessments should all be implemented in evaluating student learning outcomes. I believe essay and short answer writing is a dominate form of evaluation as it requires the integration of knowledge, analysis, synthesis and creativity along with the mechanics of expression of ideas.

### **A teacher's role in the community and on campus.**

The college experience includes interaction with all measures of attending courses and earning a degree. Just as students must interact with other students, faculty, community and campus groups so should faculty. Service committees allow faculty to actively contribute, collecting feedback providing a voice for those interested in addressing a specific campus or community related need. Inter-departmental relationships, education fairs, student mentoring, community day celebrations, and other non-teaching activities are integral to building relationships that foster an attitude for a global education.

### **Service Philosophy**

University faculty members have the opportunity and responsibility to give back to their respective disciplines. The avenues are many and include volunteer time at the campus advising center, working with student groups such as the sport science club, mentoring exercise science students, and supporting and conducting workshops beneficial to all student populations.

Volunteering as Faculty sponsors for student clubs and organizations is also integral to the development of college students. I currently act as the volunteer triathlon and running coach for the MCC-Penn Valley student running club.

As an additional example, I also served as head coach for a fund-raising marathon event. Participants were recruited to raise funds and train for the 2008 Dublin Marathon in Ireland, Great Britain. Of the 27 participants - students, faculty, and staff - who arrived in Dublin, October 2008, all crossed the finish line, albeit some more fatigued and sore than others. Collectively without exception, this was an enormously rewarding event for coaches and participants. These types of events serve to integrate course material with interaction into the world, creating a global perspective of how one refines their role as a contributing member of this planet.

## Professional References

Elizabeth Boyer PhD, Faculty  
Capella University,  
Minneapolis MN  
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206.898.4549

Bradley Bridges, MS Director,  
IMU Financial Management & Auxiliary Services at  
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## Sample Course Syllabus

# Health Psychology

## PHED 226

Tue – Thur 1pm – 2:15

**Instructor:** Darrell Phillips, PhD, C.S.C.S\*D **Office Hours:** Mon & Fri 10-11am. PE 202B  
**Phone** 913.486.9111

**Course description:** Health Psychology focuses on the bio-psychosocial model of health in people. Most of the course will focus on how individual thinking, feeling, and behaving impacts an individual's health, and how an individual's health impacts their thinking, feeling, and behaving.

### Course Objectives

Develop an understanding and appreciation of the interaction between physical well-being and human biological, psychological, and social factors.

Learn how to apply psychological research methods, theories, and principles which promote health and managing illness.

Experience the nature of the stress response and the relationship to health problems.

Practice, via class labs, behavioral and cognitive methods that assist with stress management.

Develop a personal program to improve personal and others' daily health habits and lifestyles.

**Required Text:** Taylor, S. E. (2012). Health psychology (8th ed.). New York, NY: McGraw-Hill **ISBN: 0078035198**

Other readings as assigned. This syllabus is available at your student email, via Blackboard. Open in WORD, Control Click to visit web sites. Lab Activities and Online Chapter quizzes:  
[http://highered.mcgraw-hill.com/sites/0072412976/student\\_view0/lab\\_exercises.html](http://highered.mcgraw-hill.com/sites/0072412976/student_view0/lab_exercises.html)

**Attendance** is required for grading and will be submitted to the financial aid office as needed. Please **check your campus e-mail** for course updates each Monday.

**Cell phones for texting or telephone conversation is PROHIBITED** during class time. No Exceptions. **Water is permissible** but no food or other drinks are permitted in the classroom.

### COURSE DATES & ASSIGNMENTS

Thu	08/23	Orientation; Lecture1 What IS Health Psychology	Att	Assgn
Aug 26		Ch 1 What is Health Psychology? Pick 3 questions to answer from the online Objectives <a href="http://highered.mcgraw-hill.com/sites/0072412976/student_view0/chapter1/learning_objectives_.html">http://highered.mcgraw-hill.com/sites/0072412976/student_view0/chapter1/learning_objectives_.html</a>		
Aug 28		Ch . 3 Health Behaviors Lecture & Discussion + online Lab <a href="http://www.mhhe.com/catalogs/sem/hhp/faculty/labs/index.mhtml?file=/catalogs/sem/hhp/labs/health/01">http://www.mhhe.com/catalogs/sem/hhp/faculty/labs/index.mhtml?file=/catalogs/sem/hhp/labs/health/01</a>		
Aug	30	Ch 3 Lab Review		
Sept.	4	Ch 4 Specific Health Behaviors Online Lab <a href="http://www.mhhe.com/catalogs/sem/hhp/faculty/labs/index.mhtml?file=/catalogs/sem/hhp/labs/cardiovascular/12">http://www.mhhe.com/catalogs/sem/hhp/faculty/labs/index.mhtml?file=/catalogs/sem/hhp/labs/cardiovascular/12</a>		

Thu	6	Chapter 4 Weight Control + Lab <a href="http://www.mhhe.com/catalogs/sem/hhp/faculty/labs/index.mhtml?file=/catalogs/sem/hhp/labs/weight/08">http://www.mhhe.com/catalogs/sem/hhp/faculty/labs/index.mhtml?file=/catalogs/sem/hhp/labs/weight/08</a>		
Sept.	11	CH 4 Sleep + Lab Sleep Beliefs & Sleep Health		
Thu	13	Progressive Muscle Relaxation & Lab		
Sept.	18	Exam Chapter 1,2,3,4		
Thu	20	Exam Review		
Sept.	25	Ch 5 Health Compromising Behavior + Lab <a href="http://www.mhhe.com/catalogs/sem/hhp/faculty/labs/index.mhtml?file=/catalogs/sem/hhp/labs/health/12">http://www.mhhe.com/catalogs/sem/hhp/faculty/labs/index.mhtml?file=/catalogs/sem/hhp/labs/health/12</a>		
Thu	27	Alcohol & Smoking Lab <a href="http://www.mhhe.com/catalogs/sem/hhp/faculty/labs/index.mhtml?file=/catalogs/sem/hhp/labs/substance_abuse/01">http://www.mhhe.com/catalogs/sem/hhp/faculty/labs/index.mhtml?file=/catalogs/sem/hhp/labs/substance_abuse/01</a>		
Oct	2	Ch 6 Stress + Lab <a href="http://www.mhhe.com/catalogs/sem/hhp/faculty/labs/index.mhtml?file=/catalogs/sem/hhp/labs/stress/07">http://www.mhhe.com/catalogs/sem/hhp/faculty/labs/index.mhtml?file=/catalogs/sem/hhp/labs/stress/07</a>		
Thu	4	& Dressed for exercise-		
Oct	9	Ch 8 Health Services Lab & Final Paper Idea Submission <a href="http://www.mhhe.com/catalogs/sem/hhp/faculty/labs/index.mhtml?file=/catalogs/sem/hhp/labs/health/08">http://www.mhhe.com/catalogs/sem/hhp/faculty/labs/index.mhtml?file=/catalogs/sem/hhp/labs/health/08</a>		
Thu	11	Ch 13 Heart Disease + Lab <a href="http://www.mhhe.com/catalogs/sem/hhp/faculty/labs/index.mhtml?file=/catalogs/sem/hhp/labs/cardiovascular/01">http://www.mhhe.com/catalogs/sem/hhp/faculty/labs/index.mhtml?file=/catalogs/sem/hhp/labs/cardiovascular/01</a>		
Oct	16	Ch 14 Psychimmunology Lab <a href="http://www.mhhe.com/catalogs/sem/hhp/faculty/labs/index.mhtml?file=/catalogs/sem/hhp/labs/stress/08">http://www.mhhe.com/catalogs/sem/hhp/faculty/labs/index.mhtml?file=/catalogs/sem/hhp/labs/stress/08</a>		
Thu	18	Ch 5 Competition		
Oct.	23	Ch 7 Stress Continued Lab <a href="http://www.mhhe.com/catalogs/sem/hhp/faculty/labs/index.mhtml?file=/catalogs/sem/hhp/labs/stress/10">http://www.mhhe.com/catalogs/sem/hhp/faculty/labs/index.mhtml?file=/catalogs/sem/hhp/labs/stress/10</a>		
Thu	25	PMR Practice Revisited		
Oct.	30	Ch 10 Pain & discomfort		
Nov.	1	Newspaper article Review Assignment		
Nov.	6	Interview Discussion		
Thu	8	Open note Quiz over Previous Chapters		
Nov.	13	Safety		
Thu	15	Death & Dying + Lab <a href="http://www.mhhe.com/catalogs/sem/hhp/faculty/labs/index.mhtml?file=/catalogs/sem/hhp/labs/death/01">http://www.mhhe.com/catalogs/sem/hhp/faculty/labs/index.mhtml?file=/catalogs/sem/hhp/labs/death/01</a>		
Nov.	20	Catch up, Review		
Thu	22	No Class Thanksgiving Holiday		
Nov	27	Ch 11 Quality of Life & Love Lab <a href="http://www.mhhe.com/catalogs/sem/hhp/faculty/labs/index.mhtml?file=/catalogs/sem/hhp/labs/love/03">http://www.mhhe.com/catalogs/sem/hhp/faculty/labs/index.mhtml?file=/catalogs/sem/hhp/labs/love/03</a>		

Thu. 29	Healthy Eating + Lab		
	<a href="http://www.mhhe.com/catalogs/sem/hhp/faculty/labs/index.mhtml?file=/catalogs/sem/hhp/labs/nutrition/04">http://www.mhhe.com/catalogs/sem/hhp/faculty/labs/index.mhtml?file=/catalogs/sem/hhp/labs/nutrition/04</a>		
Dec. 4	Performance Wheel		
Thu. 6	Catch up, Final Project, exam review		
Dec. 13	Final Exams		

**Dr. Phillips may change course topics to better fit class progress.**

**Final Course Project:** Topic: Your choice of an Instructor approved Lab activity topic from the available Lab activities. Submit your request no later than October 1. The focus will be your personal assessment and steps to improve your assessment scores or continue (if your scores are optimal) with a positive set of behaviors. Evaluate your current status, list and describe steps to improve and how you will determine goals, evaluate and re-evaluate progress, and final end of semester re-assessment scores. Your paper should include 4-5 pages, double spaced typed, not counting references. Title page and APA style bibliography is also preferred.

Please choose your **Final Course Project** on one of the following Course Labs from:  
[http://highered.mcgraw-hill.com/sites/0072412976/student\\_view0/lab\\_exercises.html](http://highered.mcgraw-hill.com/sites/0072412976/student_view0/lab_exercises.html)

Cardiovascular Labs  
 Chronic Disease Labs  
 Death and Dying Labs  
 Health and Wellness Labs  
 Love Labs  
 Nutrition Labs  
 Physical Activity Labs  
 Safety Labs  
 Stress Labs  
 Substance Abuse Labs  
 Weight Management Labs

**Research Participation:** There will be multiple opportunities to participate in research projects and assistants, approximately 30 minute time slots. Projects and topics will be posted on Blackboard via email and in class. All students have the option to create their own research project with Instructor approval prior to research project acceptance.

**Field Trips:** Opportunities may arise to incorporate lab activities or guest speakers in place of regular scheduled classroom activities. Students will be informed prior to any changes as soon as possible.

**GRADING :**

Your grade is based on attendance ( 5 minutes late = ½ class), participation, and number of assignments and exams submitted on time.

Grading Scale based on percentages

Attendance: each class is worth 1 point	30%
Class Projects Exam/Quizzes	30%
<b>Research Participation: 2 Labs at 5 points each</b>	<b>10%</b>
Final Project 40 points	30%
<hr/> Total points/%	<hr/> 100%

90%+ = A

80% = B

70% = C

60% = D

Below 60% = F

Students are responsible for readings and attending class prepared for discussion and interaction. You may expect to study 5-6 hours per week for this course as the collective goal is for you to receive the highest grade possible for work completed in this course.

If at any time you feel the need to clarify an assignment or seek any other information relevant to your success in this course please contact Dr. Phillips.

Plagiarism and cheating in any form may result in a failing grade. Do your own work.

If you need special access to reading or writing components of the class contact Mr. Phillips or the ABLE Access Office at xxx.1245

**See the official course catalog for  
course withdraw without grade/with grade and/or drop dates.**

Dr. Phillips reserves the right to make changes as appropriate for the course.

**Learning and personal growth can be Fun.  
Laughter really is the best medicine!**