Race, Ethnicity, & Health
HLTH 236 – 599 (Web-Based)
Spring 2013
Division of Health Education
Texas A&M University

This section of HLTH 236 – 599 is the online version of the course and is designed for students to work independently to master course content and skills.

Instructor: Jeffrey Guidry, Ph.D.
Associate Professor
Department of Health and Kinesiology
College of Education and Human Development
Texas A&M University

Graduate Assistant: Andrea McDonald, MS
Office Hours: Blocker 316
Office Hours: Please email to schedule appointment during the following days/times:
M 1:00pm-3:00pm
W 10:00am -12 noon
R 10:00am-12:00 noon
F 10am- 4pm
Telephone: 979-847-9587
Fax: 979-862-2672
Email: hlth236@hlkn.tamu.edu

Please contact the course GA if you have any course-related questions using one of the contact methods listed above. The Office of Digital Learning Technologies is open during regular business hours (9:00am to 5:00pm) and all concerns will be addressed within 48 business hours. Please do not expect prompt contact over the weekends or university holidays.

Written Communication Policy:
Web-based and distance education courses often times require students to communicate with professors, staff, and graduate assistants through email or online forums. Thus, effective written communication is crucial to the success of online learning. To assist students with written communication, The Office of Digital Learning Technologies has posted some guidelines for effective online communication at http://onlinecourses.tamu.edu/Siteupdate/other/netiquette.html.

Online Orientation: http://onlinecourses.tamu.edu/orientation/2362013A.html
This orientation video lasts approximately 10 minutes. Students are encouraged to watch this video because it introduces them to their course GA, demonstrates how to use the course website, and addresses any logistical concerns about the course that they may have.
Course Overview and Learning Outcomes:

Race, Ethnicity, & Health (HLTH 236) course will explore in-depth the racial, ethnic, and cultural dimensions that underlie health and health disparities. Special attention will be paid to culture, social economic status, and governmental policies as they influence the adaptation of health practices. The aim of this course is to introduce students to important health issues that face individuals of different racial and ethnic backgrounds. This course will address and explore a range of issues related to the health status of various racial and ethnic groups.

This is an introductory health course offered to all undergraduate students at Texas A&M University. As such, it is designed to provide a broad overview of the issues relating to health and healthcare access and the influences that these disparities have on the quality experienced by all persons in the United States. During the semester the course will include topics such as African American Health, American Indian and Alaskan Native Health, Health Care Access and Differences in Health, etc. For a full list of topics, please see the course lectures listed below.

Upon completion of this course, each student will have attained the following objectives:
1. Comprehensive overview of the nature, magnitude, and causes of racial/ethnic disparities in health.
2. Introduction to the many factors that contribute to racial/ethnic disparities in health.
3. Understand basic terms used in the field as well as a basic understanding of the complexity of the issues that give rise to inequities in the U.S. Health System.
4. Identify critical contexts, complexities, and nuances of race and health.
5. Examine the specific health issues confronting various racial and ethnic groups.
7. Identify health services and resources related to disparities.

Prerequisite: None

Course Materials:
- Readings, video lectures and notes will be available on the course website. Note: Please keep in mind that as you work through the course materials, you may contact the graduate assistants if you need clarification on any of the course content.

Course Website: http://courses.education.tamu.edu
All lectures, notes, and materials for this course are provided on the course website. To log on:
1. Go to http://courses.education.tamu.edu
2. Click “Login for Texas A&M Faculty, Staff, and Students”
3. When prompted, enter your NetID and password
4. Then click on the link for “HLTH 236- Race, Ethnicity, and Health”
5. Once logged into the course, use the links on left side of the course menu to navigate through the course content.

Required Software:
- Internet Browser
  o Firefox and Google Chrome are recommended
- NEO Email Account
  o All course emails will be sent to your NEO/TAMU account
- Flash Plug-in
- Adobe Reader

**Technical Support:**
If you experience any technical problems with the website or the course lectures, please contact your course GA. If you have limited internet access or will be away from an internet connection for an extended period of time, you may request from your GA a CD/DVD, which includes all lectures and notes on the course website.

**Course Grades:**
Course grades are determined by accumulating points earned on quizzes and exams. All due dates for coursework are listed in the timeline at the end of the syllabus and on the calendar on the course website.

**Quizzes:** The 14 online quizzes are designed to help you assess your mastery of module material and to expose you to the types of questions you may expect to see on the exams. Each quiz has 10 questions and is worth 10 points. You have 30 minutes to complete each quiz and are only allowed one attempt. All online quizzes must be individual efforts. If you are suspected of completing coursework with another person or within a group, you will be notified and given the option for adjudication.

The link to each module quiz is at the bottom of each module page. Click on this link to access quiz instructions, and then click the “Attempt quiz now” button when you are ready to begin. To submit your quiz for grading, click the “Next” button at the bottom of the page. A summary page now shows you the questions you have answered, flagged, and left blank. When you are ready to submit your work, click on the “Submit all and finish” button. Unless you click “Submit all and finish,” your answers will not be saved or submitted.

When you complete the quiz, only your score is displayed. You may review the quiz questions, your responses, and where to find the correct answers after the quiz due date has passed. To access this review, click on the link to the quiz, then on the “Review” link under the summary of your previous attempts. If you have any questions about the correct responses, feel free to contact your GA for clarification.

You are responsible for completing each module quiz no later than 5:00pm on the due date. Remember: any quizzes can be taken early. Unless you have a university-approved excuse for missing a quiz, no attempts are allowed after the quiz has closed. All quiz due dates are located in the timeline at the end of the syllabus and on the calendar on the course website.

**Exams:** The 2 exams are designed to assess your mastery of course material. The exam is closed-notes, non-cumulative, and all course materials including lectures, PowerPoint presentations, and readings are subject to testing. Each exam is worth 100 points.

Exams are administered online the second floor of the Student Computing Center (SCC). Please bring a #2 pencil and your university ID with you to the testing site.

You have 60 minutes to complete each exam. Please arrive at the exam 15 minutes before your start time so you have time to sign in, log onto a computer, and hear exam directions.

The exam begins promptly at 6:00pm or 7:30pm, depending on your last name. If you arrive late, you will only be given the time remaining on the clock to complete the exam. However, if you arrive after the
first person has completed the exam, you will NOT be allowed to begin the exam and points will be deducted for taking the exam late.

Exam dates and times are listed below and also in the course timeline at the end of the syllabus:

- **Exam 1** covers Modules 1-7 and is worth 100 points.
  - **Wednesday, February 27, 2013**
    - 6:00pm; Last Names: A – D
    - 7:30pm; Last Names: E – K
  - **Thursday, February 28, 2013**
    - 6:00pm; Last Names: L – P
    - 7:30pm; Last Names: Q – Z

- **Exam 2** covers Modules 8-12 and is worth 100 points.
  - **Wednesday, April 17, 2013**
    - 6:00pm; Last Names: Q – Z
    - 7:30pm; Last Names: L – P
  - **Thursday, April 18, 2013**
    - 6:00pm; Last Names: E – K
    - 7:30pm; Last Names: A – D

Exam Rescheduling Procedures:
Please take note of your designated exam date and time listed above. If you have any university-approved conflicts with either of your scheduled exam dates, you must email hlth236@hltn.tamu.edu to reschedule your exam before 12pm Tuesday, February 26, 2013 for Exam 1 and before 12pm Monday, April 15, for Exam 2 with an excused absence for rescheduling your exam.

Rescheduled exams are administered in Blocker 309, and the dates and times of rescheduled exams are on a first-come, first-serve basis. Please check your other course syllabi for any exam conflicts and contact your GA as soon as possible if you realize you need to reschedule. All requests to reschedule your exam must be approved by your GA. Examples of acceptable rescheduling reasons are listed below:

- **Acceptable Rescheduling Reasons**
  - Have a university class at the same time (submission of class schedule required)
  - Have three exams scheduled on the same day (submission of class syllabi required)
  - Conflict with employment (letter from supervisor required)
  - Documented illness or injury (doctor’s note required)
  - Any reason for which you can provide university-excused absence documentation

- **Unacceptable Rescheduling Reasons**
  - Would like to take the exam at a prior date/time
  - Conflict with extracurricular activities
  - Undocumented personal illness (see the excused absence section below regarding the Explanatory University Excused Absence Form)
  - Conflict with athletic practices

*It is your responsibility to provide proper documentation to your course GA at least 48 business hours*
prior to the testing night to verify that your absence is excused according to Texas A&M University regulations. Requests after this deadline may result in a 5-point penalty per day that you do not reschedule. If you do not reschedule your exam as outlined above but come to a different testing night or time, 15 points may be deducted from your exam score.

When a test is not taken on or before the scheduled exam night, and/or documentation of your absence is not provided to your GA, a grade of "0" will be given.

Those students who have an approved rescheduling for their exams will take the exam designated as Makeup Exam on the course website. This is the same exam; however, only those students rescheduling their exams will take this makeup exam. Obviously, for those students who take the Makeup Exam, you will receive only a grade for the Makeup Exam in the course grade-book just as those students who took the regularly scheduled exam will receive a grade for only that exam and not the makeup exam in the course grade-book. Everyone is being graded the same.

Missed Quizzes, Assignments, or Exams: No work is accepted late without a university-approved excuse. If you have a university-approved reason for missing any quiz, assignment, or exam deadlines, documentation must be given to your course GA no later than 2 business days after you are allowed to return to work or school. All university-excused notes need to include full contact information, as we reserve the right to verify your excused absence. After documentation has been received and verified, you have 7 business days from the date of your excuse to complete any missed work.

The instructor of this course has chosen to only accept the Explanatory Statement of Absence from Class form if it is accompanied by additional documentation. If you cannot produce sufficient documentation to accompany this form, it will not be accepted and no assignments can be completed.

Final Grades:

Grades in HLTH 236 will be determined according the following course point structure:

<table>
<thead>
<tr>
<th></th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exam 1</td>
<td>100</td>
</tr>
<tr>
<td>Exam 2</td>
<td>100</td>
</tr>
<tr>
<td>Quizzes</td>
<td>140</td>
</tr>
<tr>
<td>Total</td>
<td>340</td>
</tr>
</tbody>
</table>

Letter grades will be assigned according to the following course point structure:

A = 340-306 points
B = 305-272 points
C = 271-238 points
D′ = 237-204 points
F = 203 points and below

It is your responsibility to earn your letter grade in this course. No quiz grades are dropped, no curves are given, and unless otherwise notified, no extra credit is offered for the course. Do not contact your GA with requests for extra credit or opportunities for additional points.

Study & Preparation Suggestions:

- HLTH 236 – Race, Ethnicity, & Health is a challenging course to which you should allow yourself at least 4-6 hours per week to learn the materials.
- Watch the course orientation video and contact hlrh236@hkn.tamu.edu if you have questions.
- You may use course materials while taking the quizzes. However, studying the material before you attempt the quiz will help you commit the information to memory.
- Watch the video lectures and take notes based on what the lecturer says so you have a deeper understanding of the lecture notes.
- Use the study guides that will be posted on the website at least one week prior to the exam.
- Write your own exam practice questions based on course materials.
- Regularly check the website and your NEO account for any updated course information.
- Ask any questions you may have regarding the course content and readings. The GAs are always here to help you throughout your online course experience.

Course Activity Reports:
The course website tracks all course activity and progress. This information is used to examine possible cases of academic dishonesty and to settle potential grading concerns. The activity report records login times, login problems, access to course materials, IP addresses, and any similar web activity. If you have questions about the tracking functionality of the course website, please contact your course GA.

Academic Honesty:
The Aggie Honor Code states:
"An Aggie does not lie, cheat, or steal, or tolerate those who do."
Upon accepting admission to Texas A&M University, individuals immediately assume a commitment to uphold the Honor Code, to accept responsibility for learning, and to follow the philosophy and rules of the Honor System. Ignorance of the rules does not exclude any member of the Texas A&M University community from the requirements or the processes of the Honor system. Please think about what this honor code means, and let it shape and guide your behavior. For additional information, please visit http://aggiehonor.tamu.edu.

Academic Dishonesty Procedures:
If you are suspected of academic dishonesty, the course instructor will refer the matter to the Honor Council. You will be notified via phone or e-mail of the intent to submit the case to the Honor Council. Texas A&M University is required by law to discuss these matters only with the student. The instructors, staff, and GAs of the Office of Digital Learning Technologies cannot and will not discuss any academic issues with anyone other than the student, including parents and/or guardians.

American Psychological Association (APA) format:
All course assignments should be completed in APA style format when citing outside resources. This ensures that work is original and nothing is plagiarized. Assignments will be graded for proper APA citations and reference list. APA formatting guidelines can be found from the Publication Manual of the American Psychological Association (6th edition) or accessed through the APA Formatting and Style Guide on the Purdue Online Writing Lab website: http://owl.english.purdue.edu/owl/resource/560/01. Please be sure to explore these resources and your course GA with any questions regarding the formatting of citations and reference lists.

Student Services for Students with Disabilities:
The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. This legislation requires that all students with disabilities be guaranteed a learning environment that provides reasonable accommodation
for their disabilities. If you believe you have a disability requiring an accommodation, please visit the Disability Services website at http://disability.tamu.edu or call 979-845-1637 for more information. If you are already registered with Disability Services, please make sure we receive the required paperwork so that we can make proper accommodations for any course assessments.

**Student Rules:**
Each student must be fully acquainted with and ready to comply with the *Texas A&M University Student Rules*. More specific rules, information, and procedures may be found in various publications pertaining to each particular service or department. Please visit http://student-rules.tamu.edu/ for more information.

**Copyrighted Materials:**
Most of the readings and lecture materials used in this course are copyrighted (including but not limited to the syllabus, exams, notes, and any web-based materials). These are legally protected documents. Do not reproduce these materials for any use other than those related to this course.

**Disclaimer:**
Should you have any problems or comments that you would like to share about the online courses, please contact Dr. Bruce Hanik, Assistant Director for the Office of Digital Learning Technologies, by email at bhanik@hilke.tamu.edu or by phone at 979-862-7656.

**Caveat:**
The schedule and procedures in this course are subject to change in the event of extenuating circumstances.

**EXAM 1 OUTLINE**

<table>
<thead>
<tr>
<th>Syllabus Quiz due by Wednesday, January 23, 2013 by 5 pm</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Module 1</strong> Introduction to Race, Ethnicity, &amp; Health</td>
</tr>
<tr>
<td>Lectures:</td>
</tr>
<tr>
<td>• Introduction to Race, Ethnicity, &amp; Health by Amber Muenzenberger, MS, CHES</td>
</tr>
<tr>
<td>• Introduction to the Motion Charts</td>
</tr>
<tr>
<td>Required Readings:</td>
</tr>
<tr>
<td>• Socioeconomic Disparities in Health in the Unites States: What the Patterns Tell Us</td>
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<tr>
<td>• The Interaction of Race and Gender: Changing Gender-Role Attitudes, 1974-2006</td>
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</table>

<table>
<thead>
<tr>
<th>Module 2 History of Race/Ethnicity</th>
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</thead>
<tbody>
<tr>
<td>Lectures:</td>
</tr>
<tr>
<td>• Historical Background by Beth McNeill, PhD. CHES</td>
</tr>
<tr>
<td>• The US Public Health Service Syphilis Study at Tuskegee by B. Lee Green, PhD</td>
</tr>
<tr>
<td>Required Readings</td>
</tr>
<tr>
<td>• Under the Shadow of Tuskegee: African Americans and Health Care</td>
</tr>
<tr>
<td>• The Classification of Races in Europe and North America: 1700-1850</td>
</tr>
</tbody>
</table>
**Module 2 Quiz due by Wednesday, January 30, 2013, 2012 by 5 pm**

<table>
<thead>
<tr>
<th>Module 3</th>
<th>Lectures:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Defining Race/Ethnicity</td>
<td>- Concepts in Race/Ethnicity by E. Lisako McKyer, PhD</td>
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<tr>
<td></td>
<td>- Census Data by Race/Ethnicity</td>
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</tbody>
</table>

**Required Readings**
- Understanding Racial-Ethnic Disparities in Health: Sociological Contributions
- Racial Residential Segregation - A fundamental Cause of Racial Disparities in Health
- ‘Population profiling’ and public health risk: When and how should we use race/ethnicity?

**Module 3 Quiz due by Monday, February 4, 2013 by 5 pm**

<table>
<thead>
<tr>
<th>Module 4</th>
<th>Lectures:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demographics</td>
<td>- Demographics by E. Lisako McKyer, PhD</td>
</tr>
<tr>
<td></td>
<td>- Infant Mortality Data by Race/Ethnicity</td>
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<tr>
<td></td>
<td>- Immigration Data by Race/Ethnicity</td>
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</tbody>
</table>

**Required Readings**
- Overview of Race and Hispanic Origin: 2010

**Module 4 Quiz due by Monday, February 4, 2013 by 5 pm**

<table>
<thead>
<tr>
<th>Module 5</th>
<th>Lectures:</th>
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</thead>
<tbody>
<tr>
<td>Epidemiological Profile of the United States</td>
<td>- Introduction to Epidemiology by Susan Ward, PhD</td>
</tr>
<tr>
<td></td>
<td>- The Impact of Socioeconomic Status on Health by Andrea DeMaria, PhD</td>
</tr>
<tr>
<td></td>
<td>- SES Data by Race/Ethnicity</td>
</tr>
</tbody>
</table>

**Required Readings**
- The Influence of Race/Ethnicity and Socioeconomic Status on End-of-Life Care in the ICU
- Socioeconomic Disparities in Health in the United States: What the Patterns Tell Us
- Race, socioeconomic status and health: Complexities, ongoing challenges, and research opportunities

**Module 5 Quiz due by Wednesday, February 13, 2013 by 5 pm**

<table>
<thead>
<tr>
<th>Module 6</th>
<th>Lectures:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Health Behaviors by Race/Ethnicity</td>
<td>- Health Behaviors by Race/Ethnicity by E. Lisako McKyer, PhD</td>
</tr>
<tr>
<td></td>
<td>- Leading Causes of Death by Race/Ethnicity</td>
</tr>
</tbody>
</table>

**Required Readings**
- The Relationships among body size, biological sex, ethnicity, and healthy lifestyles in adolescents
- Specifying Race-Ethnic Difference in Risk for Psychiatric Disorder in a USA National Sample
- Racial Disparities in Awareness of the Human Papillomavirus
<table>
<thead>
<tr>
<th>Module 7 Quiz due by Wednesday, February 20, 2013 by 5 pm</th>
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</thead>
<tbody>
<tr>
<td><strong>Module 7 Race/Ethnicity &amp; Health</strong></td>
</tr>
<tr>
<td>Lectures:</td>
</tr>
<tr>
<td>• Healthcare Utilization of Various Race/Ethnicities by Mary Odum, PhD</td>
</tr>
<tr>
<td>• Healthcare Utilization Data by Race/Ethnicity</td>
</tr>
<tr>
<td>Required Readings</td>
</tr>
<tr>
<td>• Racial differences in the use of cardiac catheterization after acute myocardial infarction</td>
</tr>
<tr>
<td>• Racial-Ethnic Disparities in Stroke Care: The American Experience</td>
</tr>
</tbody>
</table>

| Module 7 Quiz due by Wednesday, February 20, 2013 by 5 pm |

**EXAM 1** – Exam 1 will cover modules 1-7. This includes all content included in the lectures, the notes, and the required readings. Please bring your student ID. If you have any conflicts with the exam times below, please contact the graduate assistants at hlth236@hlkn.tamu.edu. The Exam 1 date is as follows:

- **Exam 1** covers Modules 1-7 and is worth 100 points.
  - **Wednesday, February 27, 2013**
    - 6:00pm; Last Names: A – D
    - 7:30pm; Last Names: E – K
  - **Thursday, February 28, 2012**
    - 6:00pm; Last Names: L – P
    - 7:30pm; Last Names: Q – Z

**EXAM 2 OUTLINE**

<table>
<thead>
<tr>
<th>Module 8 Caucasian/White Health Issues</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lectures:</td>
</tr>
<tr>
<td>• Caucasian/White Health Issues by Jeff Guidry, PhD</td>
</tr>
<tr>
<td>• Leading Causes of Death for Caucasians/Whites</td>
</tr>
<tr>
<td>Required Readings</td>
</tr>
<tr>
<td>• White, European, Western, Caucasian, of What? Inappropriate Labeling in Research on Race, Ethnicity, and Health</td>
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</table>

<table>
<thead>
<tr>
<th>Module 8 Quiz due by Wednesday, March 6, 2013 by 5 pm</th>
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</thead>
<tbody>
<tr>
<td><strong>Module 9 African Americans Health Issues</strong></td>
</tr>
<tr>
<td>Lectures:</td>
</tr>
<tr>
<td>• African American Health Issues by Jeff Guidry, PhD</td>
</tr>
<tr>
<td>• Leading Causes of Death for African Americans</td>
</tr>
<tr>
<td>Required Readings</td>
</tr>
<tr>
<td>• Racism as a Stresor for African Americans</td>
</tr>
<tr>
<td>• Segregation, Poverty, and Empowerment: Health Consequences for African Americans</td>
</tr>
</tbody>
</table>

<p>| Module 9 Quiz due by Monday, March 20, 2013 by 5 pm |</p>
<table>
<thead>
<tr>
<th>Module 10</th>
<th>Lectures:</th>
</tr>
</thead>
<tbody>
<tr>
<td>American Indians and Alaskan Native Health Issues</td>
<td>- American Indian and Alaskan Native Health Issues by Jeff Guidry, PhD</td>
</tr>
<tr>
<td></td>
<td>- Leading Causes of Death for American Indian/Alaskan Natives</td>
</tr>
</tbody>
</table>

**Required Readings**
- Childhood Obesity in American Indians
- Indian Health Service Innovations Have Helped Reduce Health Disparities Affecting American Indian And Alaska Native People

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**Module 10 Quiz due by Wednesday, March 27, 2013 by 5 pm**

<table>
<thead>
<tr>
<th>Module 11</th>
<th>Lectures:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Asian and Pacific Islanders Health Issues</td>
<td>- Asian and Pacific Islander Health Issues by Jeff Guidry, PhD</td>
</tr>
<tr>
<td></td>
<td>- Leading Causes of Death for Asian/Pacific Islanders</td>
</tr>
</tbody>
</table>

**Required Readings**
- Exploring the Socioeconomic and Immigration Health Contexts of Asian Americans
- Health Literacy and Poor Health Status in Asian Americans and Pacific Islanders in Hawai‘i
- Conceptual Parameters of Acculturation Within the Asian and Pacific Islander American Populations: Applications for Nursing Practice and Research

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**Module 11 Quiz due by Wednesday, April 3, 2013 by 5 pm**

<table>
<thead>
<tr>
<th>Module 12</th>
<th>Lectures:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hispanic Health Issues</td>
<td>- Hispanic Health Issues by Jeff Guidry, PhD</td>
</tr>
<tr>
<td></td>
<td>- Leading Causes of Death for Hispanic/Latinos</td>
</tr>
</tbody>
</table>

**Required Readings**
- Latino Terminology: Conceptual Bases for Standardized Terminology
- Conceptions of Acculturation: A Review and Statement of Critical Issues

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**Module 12 Quiz due by Monday, April 8, 2013, 2013 by 5 pm**

<table>
<thead>
<tr>
<th>Module 13</th>
<th>Lectures:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cultural Competence</td>
<td>- Cultural Competency by Dr. Rhonda Lewis</td>
</tr>
</tbody>
</table>

**Required Readings**
- Levels of Racism: A Theoretic Framework and a Gardener’s Tale
- Cultural competence: a priority for performance improvement action

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**Module 13 Quiz due by Wednesday, April 17, 2013, 2012 by 5 pm**

EXAM 2 – Exam 2 will cover modules 8 – 13. This includes all content included in the lectures, the notes, and the required readings. Please bring your student ID. If you have any conflicts with the exam times below, please contact the graduate assistant at hlth236@hlkn.tamu.edu. The Exam 2 date is as follows:
- **Exam 2 covers Modules 8-12 and is worth 100 points.**
- **Wednesday, April 17, 2013**
- 6:00pm; Last Names: Q – Z
- 7:30pm; Last Names: L – P

Thursday, April 18, 2013
- 6:00pm; Last Names: E – K
- 7:30pm; Last Names: A – D