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Fall 8-1-2018

## COHE 7234 – Community Health Analysis and Assessment

Moya L. Alfonso

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**Georgia Southern University**  
**Jiann-Ping Hsu College of Public Health**  
**COHE 7234 – Community Health Analysis and Assessment**  
**Fall 2018**

<b><u>Instructor:</u></b>	Moya Alfonso, PhD, MSPH
<b><u>Office:</u></b>	Hendricks 2014
<b><u>Phone:</u></b>	(912) 478-0966
<b><u>E-Mail Address:</u></b>	malfonso@georgiasouthern.edu (EMAIL IS BEST; Responses are made within 48 business hours; No responses on weekends; Plan accordingly)
<b><u>Office Hours:</u></b>	Mondays and Wednesdays from 12 pm to 330 pm or by appointment (no appts. On Friday)
<b><u>Class Meets:</u></b>	Mondays and Wednesdays from 1015 to 1125 am in Forest Drive Bldg 1111



Moya L. Alfonso, PhD, MSPH is an Associate Professor of Community Health at the Jiann-Ping Hsu College of Public Health (JPH COPH) at Georgia Southern University. Her research interests include community-driven translational research, participatory research and evaluation, adolescent health, addiction and recovery, and program evaluation. Dr. Alfonso has an interdisciplinary background that bridges public health and educational research and measurement. Her combined skills in prevention research and program evaluation led to her serving as Lead Evaluator for over 10 years for the School Board of Sarasota County's prevention work. Prior to arriving at JPH COPH, Dr. Alfonso served as Co-Lead of Methods and Evaluation for the Florida Prevention Research Center. In this role, she led the evaluations of the VERBTM Summer Scorecard physical activity campaign and the Believe in All of Your Possibilities substance use prevention campaign. She has published over 40 peer reviewed articles describing her extensive work in journals such as *American Journal of Community Psychology*, *Journal of School Health*, *Preventing Chronic Disease*, and *Program Planning and Evaluation*. In addition to her funded work, Dr. Alfonso specializes in using service learning to assist local nonprofits in conducting program evaluation with emphasis on community health assessments. Finally, Dr. Alfonso serves as Research Chair for the Center for Addiction Recovery at Georgia Southern University, where she is investigating the intersection of alcohol addiction and overweight/obesity.

**Prerequisites:** None.

**Folio Access:** <https://georgiasouthern.desire2learn.com/d2l/home/410035>

Course materials are available up to one year after graduation.

**Catalog Description:** This course familiarizes students with concepts and approaches for community health assessment and analysis. This includes discussion of social action, organizational development, policy advocacy, capacity building, community diagnosis (needs assessment), social networking and coalition formation to bring about health and quality of life improvement. Special focus will be placed on the application of qualitative, quantitative, and mixed methods and CBPR approaches for assessment.

## **Required Textbooks:**

Minkler, M. (Ed.). (2005). *Community organizing and community building for health*. New Brunswick: Rutgers University Press. (will provide chapters – no need to buy)

Soriano, F.I. (2012; Second Ed.). *Conducting needs assessments: A multidisciplinary approach*. Thousand Oaks, CA: Sage. (must purchase)

Heath, C. & Heath, D. (2010). *Switch: How to change things when change is hard*. New York, NY: Broadway Books.

\*Additional readings will be provided on Folio or distributed in class.

## **CEPH MPH Competencies**

### **Evidence-based Approaches to Public Health**

1. Apply epidemiological methods to the breadth of settings and situations in public health practice
2. Select quantitative and qualitative data collection methods appropriate for a given public health context
3. Analyze quantitative and qualitative data using biostatistics, informatics, computer-based programming and software, as appropriate
4. Interpret results of data analysis for public health research, policy or practice

### **Public Health & Health Care Systems**

5. Compare the organization, structure and function of health care, public health and regulatory systems across national and international settings
6. Discuss the means by which structural bias, social inequities and racism undermine health and create challenges to achieving health equity at organizational, community and societal levels

### **Planning & Management to Promote Health**

7. Assess population needs, assets and capacities that affect communities' health
8. Apply awareness of cultural values and practices to the design or implementation of public health policies or programs
9. Design a population-based policy, program, project or intervention
10. Explain basic principles and tools of budget and resource management
11. Select methods to evaluate public health programs

### **Policy in Public Health**

12. Discuss multiple dimensions of the policy-making process, including the roles of ethics and evidence
13. Propose strategies to identify stakeholders and build coalitions and partnerships for influencing public health outcomes
14. Advocate for political, social or economic policies and programs that will improve health in diverse populations
15. Evaluate policies for their impact on public health and health equity

### **Leadership**

16. Apply principles of leadership, governance and management, which include creating a vision, empowering others, fostering collaboration and guiding decision making
17. Apply negotiation and mediation skills to address organizational or community challenges

### **Communication**

18. Select communication strategies for different audiences and sectors
19. Communicate audience-appropriate public health content, both in writing and through oral presentation
20. Describe the importance of cultural competence in communicating public health content

**Interprofessional Practice**

21. Perform effectively on interprofessional teams

**Systems Thinking**

22. Apply systems thinking tools to a public health issue

**Performance-Based Objectives Linked to Course Activities (Note: Assessment Activities Described in Next Section)**

1. Synthesize theories, concepts, and models from social and behavioral science disciplines (e.g. anthropology, sociology, psychology, health education) that are used in the public health practice of community health analysis and assessment.
2. Explain philosophical foundations and assumptions of research applied to community health problems.
3. Identify social and behavioral determinants of health equity at all ecological levels (individual through policy).
4. Analyze the application of social and behavioral determinants in rural and urban settings.
5. Compare qualitative and quantitative methods and their use in community health assessment and analysis.
6. Analyze a variety of participatory methods that can be used in community health analysis and assessment.
7. Utilize qualitative, quantitative, and mixed methods to conduct an analysis of the health of a community.
8. Explain ethical principles critical to the practice of community-based assessment and analysis.
9. Assess current and future community-level needs for keeping the public healthy.

**Grading:**

<u>Assignment:</u>	<u>Total Points</u>	<u>% of Grade</u>
Short essays	50	10%
Georgia secondary data analysis assignment	50	10%
International secondary data analysis assignment	50	10%
Participation in service learning project and reflection	150	29%
Discussion questions and participation	110	22%
Final exam	<u>100</u>	<u>20%</u>
	510	100%

For calculation of your final grade, all grades above will be included. Grading rubrics are included on Folio and will be provided before each assignment due date.

The following point scale will be utilized in grading:

459-510 points	(90%)	A
408-458 points	(80%)	B
357-407 points	(70%)	C
306-356 points	(60%)	D

A cumulative total of 305 points or less will be considered as failing.

**Assessment of Student Learning:** *(Course learning objectives addressed are noted following each assignment.)*

A variety of methods are used to assess your learning in this class and are described below.

**Short essays (Community identities, *Stranger with a Camera*):** *(1,2,4,8)*

Two reflective essays will be used: 1) to explore structures of privilege and power, 2) for you to identify themselves within these structures, and 3) for you to reflect on the impact of your identities upon your conduct of CHA in various settings. Papers should be a maximum of 3 pages double spaced with 12 point font. APA formatting should be used.

**Georgia secondary data analysis:** *(3,4,7,9)*

Georgia's OASIS database will be used to assess the health status of a range in demographic groups in Georgia. This exercise also illustrates health disparities by race and SES in the state. A 3 to 5 page paper summarizing the results of your secondary data analysis and a formal presentation are expected. APA formatting is required.

**International secondary data analysis:** *(3,4,7,9)*

WHO's WHOSIS database will be used to assess the health status of populations in different countries around the globe. This exercise also illustrates global health disparities. A 3 to 5 page paper summarizing the results of your secondary data analysis and a formal presentation are expected. APA formatting is required.

**Service Learning Project** *(3,7,9, 11,13)*

You and your classmates under my supervision will participate in the conduction of a community health analysis for the Willow Hill Heritage and Renaissance Center, a nonprofit located in Portal, GA. I will provide you with more information throughout the course. You are highly encouraged to attend an Advisory Board meeting on August 18<sup>th</sup> from 9 to 11 am at the Willow Hill School, where the project will be presented to and discussed with the community. Survey data collection will occur on Saturday September 1<sup>st</sup> at a TBD time. Your attendance is needed in order to ensure an adequate sample size and successful data collection. Products for the community health assessment will include the development of a comprehensive needs assessment plan (including instruments) that includes secondary data specific to adults in the community, a literature review on the needs of adults in rural Georgia, a methods section that details the sample and procedures, results and discussion sections, and a strengths and limitations section. For the reflection paper assignment, the following questions should be addressed in your paper:

1. What did you learn about yourself as a public health professional as a result of participating in the service learning process?
2. How did participation in the service learning project reinforce what you learned in the classroom?
3. How do you think the assessment information will affect the Willow Hill Heritage and Renaissance Center and the community they will serve?

**Discussion questions** *(3, 9)*

A total of 11 classes will involve discussion of Switch: How to change things when change is hard. I have included this excellent book on bringing about change so that you can become more familiar with evidence-based approaches to bringing about change. After all, the point of a community health assessment is to use results to bring about community level change. We will

discuss this book in a total of 11 classes over the course of the semester. You are required to turn in two open-ended discussion questions based on the assigned chapter for that day. Questions should be typed and turned in at the beginning of class. Questions should require critical thinking and a deep level of thought in order to address adequately.

**Final Exams** (1, 5, 6, 8, 9)

The final exam will be administered in class and will comprise a group project. A problem-based scenario will be provided and you and your classmates will be given the class period to devise a plan using what you've learned this semester to develop a comprehensive plan to solve the problem provided. Further instructions will be provided prior to the final exam. The final exam is cumulative in that all class materials and resources will be assessed. The final exam is scheduled for Monday December 3<sup>rd</sup> from 10 am until 12 pm. You will have the full two hours to work as a class to complete the exam.

I will grade all exams and assignments and will return them within 72 hours so that you may accurately calculate their grades at any point in time during the semester. For calculation of your final grade, all grades will be included.

*Students may vary in their ability to achieve levels of competence in this course. Students can expect to achieve course competence only if they honor all course policies, attend classes regularly, complete all assigned work in good faith and on time, and meet all other course expectations of them as students.*

Your grades **will be posted on Folio**. There is no extra credit in this class.

**Overview of the Content to be Covered During the Semester:**

<b>Week Day</b>	<b>Date</b>	<b>Topic</b>	<b>Readings to be completed in advance</b>	<b>Assignments Due</b>
1 Mon	Aug. 13	Introduction to course Overview of service learning project		
Wed	Aug. 15	Intro to Community Org <i>Community Identities</i> <i>Assignment</i>	Minkler Ch. 1 Jewkes & Murcott Heath & Heath Chs. 1 and 2	<b>Discussion questions due in class</b>
2 Mon	Aug. 20	Improving Health through Community Org and Building (LD, SP, SA)	Minkler Ch. 2 Cohen Ch 5 Rothman and Tropman	<b>Review and revision of service learning data collection plan and development of qualitative interview guide in class</b>
Wed	Aug. 22	Introduction to Community Health Analysis Methods and Approaches  Guest Lecturer	Soriano Chapter 1 Sharpe	
3 Mon	Aug. 27	Tour of Willow Hill School	We will meet at the Willow Hill School in Portal GA at 10 am.	<b>Community Identities Assignment Due</b>

			Up to three students can ride with me.  Alfonso et al. 2015 Alfonso et al. 2018	
Wed	Aug 29	Planning Your Needs Assessment	Minkler Ch. 8, 9 Soriano Chapter 4	<b>Practice conducting brief intercept surveys in class</b>
4 Mon	Sept. 3	Labor Day	No Class	
Wed	Sept 5	Community-based participatory research (CBPR)	Israel Ch. 1 and 4 Northridge Soriano Chapter 3	
5 Mon	Sept. 10	Working with Diverse Populations  Ethical Issues	Minkler Ch. 7 Heath & Heath Ch. 3	<b>Discussion questions due in class</b>
Wed	Sept. 12	Privilege <i>Georgia Oasis Assignment</i>	Johnson Ch. 2, 5, 6, 7	
6 Mon	Sept. 17	Quantitative Data Entry Analysis and overview and introduction to SPSS	Soriano Ch. 6 Heath & Heath Ch. 4	<b>Discussion questions due in class</b>
Wed	Sept. 19	Survey Data Entry	No Class	<b>You will spend this time entering Willow Hill survey data into Excel</b>
7 Mon	Sept. 24	Qualitative Interviewing	Soriano Ch. 7	<b>In class in-depth interview practice session</b>
Wed	Sept. 26	Qualitative Data Analysis	Soriano Ch. 8	<b>In class data analysis activity</b>
8 Mon	Oct 1	Role of community assessment in community development  Stranger with a Camera (film)	Butterfield et al. 2016  Heath & Heath Ch. 5	<b>Discussion questions due in class</b>
Wed	Oct. 3	Cultural Perceptions of health & illness and social and cultural considerations	Gaston 2013  <a href="http://www.who.int/hia/evidence/doh/en/">http://www.who.int/hia/evidence/doh/en/</a>  <a href="https://www.healthypeople.gov/2020/topics-">https://www.healthypeople.gov/2020/topics-</a>	

			<a href="#">objectives/topic/social-determinants-of-health</a>	
9 Mon	Oct 8	Assessing Community Health Status using Surveillance Systems and Secondary Data	Heath & Heath Ch. 6  Johnston (2014)	<b>Discussion questions due in class</b>  <b>Stranger with a Camera Reflection Paper Due</b>
Wed	Oct 10	<i>Georgia Oasis Student Presentations</i>		<b>Georgia Oasis Paper and Presentation Due</b> <b>Bring OASIS Data Tables to Class</b>
10 Mon	Oct 15	No Class	Service learning data entry and conduct of individual interviews	
Wed	Oct 17	No Class	Service learning data entry and conduct of individual interviews	
11 Mon	Oct 22	Community Asset Mapping and Linking	Kretzmann and McKnight Activity: Mapping Community Assets and Partnerships Heath & Heath Ch. 7	<b>Discussion questions due in class</b>
Wed	Oct 24	Global Health Assessment Data sources and issues	Skolnik ch. 1 and 2	
12 Mon	Oct 29	Global Indicators	Student Presentations and Meal	
Wed	Oct 31	Global Indicators	Student Presentations and Meal	<b>Global Indicators Paper and Presentation Due on Folio</b>
13 Mon	Nov 5	Community Health Analysis Frameworks, SEED-SCALE	Taylor-Ide and Taylor: Chap: Intro, 8, 15, & 20 Heath & Heath Ch. 8 and 9	<b>Discussion questions due in class</b>
Wed	Nov 7	Community Health Analysis Frameworks, MAPP	<a href="http://www.naccho.org/topics/infrastucture/mapp/">http://www.naccho.org/topics/infrastucture/mapp/</a>	
14 Mon	Nov 12	<b>APHA</b>	<b>No Class, Conference attendance is recommended</b>	
Wed	Nov 14	<b>APHA</b>	<b>No Class, Conference attendance is recommended</b>  <a href="http://www.cdc.gov/mmwr/preview/mmwrhtml/mm5515a3.htm">http://www.cdc.gov/mmwr/preview/mmwrhtml/mm5515a3.htm</a>  Subalya et al. (2014)	<b>Watch video on Folio for Rapid Needs Assessments</b>



15 Mon	Nov 19	Thanksgiving break	No Class	
Wed	Nov 21	Thanksgiving break	No Class	
16 Mon	Nov 26	Needs Assessment Reporting	Wambeam Ch. 8-10  Minkler Chap 22 Cohen Chap 8 (Themba-Nixon)  Activity: Needs Assessment Report Structure  Heath & Heath Ch. 10	<b>Discussion questions due in class</b>
Wed	Nov 28	Advocacy: From CHA to Change at the Community and Policy Levels	Introduction to Advocacy Pdf.  Heath & Heath Ch. 11	<b>Discussion questions due in class</b>  <b>Service Learning Project Final Report and Reflection due via Folio Dropbox</b>
12/3	Dec 3	<b>FINAL EXAM</b>		<b>Your final exam is scheduled for 12/3 from 10 am until 12 pm and will be taken in class</b>

### **Instructional Methods:**

The course meets twice a week for one hour fifteen minutes. The way we use this time will vary. I will use a variety of instructional methods that are designed to engage you in the learning process. The first portion of the course will involve a hands-on experience with developing a comprehensive needs assessment plan for the Willow Hill Community. The second portion of the course will focus on concepts related to community health analysis, and various frameworks used to conduct community health assessments. Readings and films that demonstrate issues related to working in communities will also be discussed.

Discussion and debate of course material is crucial for success in the course. Therefore, you are required to read all material assigned for the class and to come to class prepared to discuss the assigned readings. You are expect to play an active role in class and outside of class and submit all data by posted deadlines for in class analysis.

### **Expectations:**

This course will involve the completion of a number of written assignments. Writing as a means of effective communication, argumentation, and presentation of ideas is extremely important as a public health professional, or a professional of any sort. It is expected that students will turn in assignments that express their ideas thoughtfully, with attention to organization, spelling, and grammar.

In addition, proper citation and quotation of references in writing is absolutely critical, and failure to do so can have serious repercussions both in the academic and professional realms. Failure to give credit as required by APA standards will result in a failing grade on assignments.

If you have questions about citation, please seek help from Dr. Alfonso or another source. If you would like assistance in developing your writing skills, the University Writing Center (871-1413) is an excellent resource.

The quality of the experience you have in this class will depend heavily upon completion of assigned readings and participation in class discussion. If you feel uncomfortable speaking up for any reason, please let me know. We want to create an environment in which all students can feel safe to express their ideas.

### **Portfolio Inclusion**

Samples of your work may be reproduced for search purposes and/or inclusion in the professor's teaching portfolio. You have the right to review anything selected for use, and subsequently ask for its removal.

### **General Expectations**

1. For every one-credit hour, you should expect to work roughly two hours outside the classroom each week. For example, for a three credit hour course, during a regular fifteen week semester, you should expect approximately ninety hours of work outside of class.
2. Students are expected to keep up with the class, to read the required material, and to submit assignments and activities by due dates and times.
3. Students are expected to independently complete all activities, exercises, assignments, and assessments including exams.
4. Students are expected to produce quality work. Typos and grammar errors should be kept to a minimum. The format and readability of submissions will be taken into consideration when assigning a grade.
5. Remember to check when assignments are due. It is recommended that you stay ahead of schedule on the assignments, so if an emergency happens, your assignment will be completed and ready to submit within the designated time frame. It is your responsibility to keep track of the due dates for each assignment.

### **Response Times**

During a normal work week (i.e., Monday 9:00 AM through Friday 5:00 PM) students can expect responses as follows:

- Email: within 48 hours
- Discussion posts: within 72 hours
- Assignment grades: within 72 hours of submission date.

Exceptions: I may not check FOLIO or GSU email over the weekends. If you send me an email after 5:00 PM on Friday, please do not expect a response until the following Monday.

All assignments will be graded promptly so that students may accurately calculate their grades at any point in time during the semester. There are times when extraordinary circumstances occur (e.g., serious illness, death in the family, etc.). In such circumstances, and/or if you need additional time to satisfactorily complete any course requirement, please consult with the instructor within a reasonable

amount of time. Extensions are not guaranteed and will be granted solely at the discretion of the instructor.

### **Course Expectations**

#### **Texting and Use of Cell Phones (and Other Technologies)**

Please do not text in class or use your cell phone during class! Texting during class (or in a meeting) is disruptive and rude...at least to me. My preference is that you put cell phones away during class meetings so they are not a source of temptation. Offenders will be asked to leave.

#### **Class Attendance and Participation Policy**

Federal regulations require attendance be verified prior to distribution of financial aid allotments. Regular attendance is expected. Your attendance will be verified at the first regular class session.

It is the policy of the University to permit students, faculty, and staff to observe those holidays set aside by their chosen religious faith. The faculty should be sensitive to the observance of these holidays so that students who choose to observe these holidays are not seriously disadvantaged. It is the responsibility of those who wish to be absent to make arrangements in advance with their instructors.

Students participating in authorized activities as an official representative of the University (i.e., athletic events, delegate to regional or national meetings or conferences, participation in university-sponsored performances, and **JPHCOPH funded**) will not receive academic penalties and, in consultation with the instructor of record, will be given reasonable opportunities to complete assignments and exams or given compensatory assignment(s) if needed. The student must provide written confirmation from a faculty or staff advisor to the course instructor(s) at least 10 days prior to the date for which the student will be absent from the class. The student is responsible for all material presented in class and for all announcements and assignments. When possible, students are expected to complete these assignments before their absences. In the event of a disagreement regarding this policy, an appeal may be made by either the student or the instructor of record to the corresponding college dean. (*University Graduate Catalog*)

#### **Academic Misconduct**

As a student registered at this University, it is expected that you will adhere to only the strictest standards of conduct. It is recommended that you review the latest edition of the *Student Conduct Code* book, as well as the latest *Undergraduate & Graduate Catalog* to familiarize yourself with the University's policies in this regard. Your continued enrollment in this course is an implied contract between you and the instructor on this issue; from this point forward, it is assumed that you will conduct yourself appropriately.

#### **Plagiarism**

According to the Academic Dishonesty Policy of Georgia Southern University, Plagiarism includes (but is not limited to):

- A. Directly quoting the words of others without using quotation marks or indented format to identify them.
- B. Using published or unpublished sources of information without identifying them.
- C. Paraphrasing material or ideas without identifying the source.
- D. Unacknowledged use of materials prepared by another person or agency engaged in the selling of term papers or other academic material.

If you are accused of plagiarism by a JPHCOPH, the following policy, as per the Judicial Affairs website: (<http://students.georgiasouthern.edu/judicial/faculty.htm>) will be enforced:

## PROCEDURES FOR ADJUDICATING ACADEMIC DISHONESTY CASES

### **First Offense - In Violation Plea**

1. If the professor and the Dean of Students agree that the evidence is sufficient to warrant a charge of academic dishonesty, the professor should contact the Office of Judicial Affairs to determine if this is a first violation of academic dishonesty. The incident will be reported via the following website: <http://students.georgiasouthern.edu/judicial/faculty.htm>

2. If it is a first violation, the professor should talk with the student about the violation. **If the student accepts responsibility in writing and the professor decides to adjudicate the case, the following procedures will be followed:**

a. The student will be placed on disciplinary probation for a minimum of one semester by the Office of Judicial Affairs.

b. The student will be subject to any academic sanctions imposed by the professor (from receiving a 0 on the assignment to receiving a failing grade in the class).

c. A copy of all the material involved in the case (Academic Dishonesty Report Form and the Request for Instructor to Adjudicate Form) and a brief statement from the professor concerning the facts of the case and the course syllabus should be mailed to the Office of Judicial Affairs for inclusion in the student's discipline record.

### **First Offense - Not In Violation Plea (student does not admit the violation)**

If the professor and the Dean of Students agree that the evidence is sufficient to warrant a charge of academic dishonesty, the professor should contact the Office of Judicial Affairs to determine if this is the first or second violation of academic dishonesty. The student will be charged with academic dishonesty and the University Judicial Board or a University Hearing Officer would hear the case. If the student is found responsible, the following penalty will normally be imposed:

a. The student will be placed on Disciplinary Probation for a minimum of one semester by the Office of Judicial Affairs.

b. The student will be subject to any academic sanctions imposed by the professor.

### **Second Violation of Academic Dishonesty**

If the professor and the Dean of Students agree that the evidence is sufficient to warrant a charge of academic dishonesty, and if it is determined this is the second violation, the student will be charged with academic dishonesty and the University Judicial Board or a University Hearing Officer would hear the case.

**If the student is found responsible, the following penalty will normally be imposed:**

a. Suspension for a minimum of one semester or expulsion.

b. The student will be subject to any academic sanctions imposed by the professor.

### NOT RESPONSIBLE FINDING

When a student is found not responsible of academic dishonesty, the work in question (assignment, paper, test, etc.) would be forwarded to the Department Chair. It is the responsibility of the Chair to ensure that the work is evaluated by a faculty member other than the individual who brought the charge and, if necessary, submit a final grade to the Registrar. For the protection of the faculty member and the student, the work in question should not be referred back to the faculty member who charged the student with academic dishonesty.

In the case of a Department Chair bringing charges against a student, an administrator at the Dean's level will ensure that the student's work is evaluated in an appropriate manner.

### CONFIDENTIALITY

In accordance with provisions of the Family Educational Rights and Privacy Act of 1974 and the Georgia Open Records Act, any information related to a violation of academic dishonesty or the outcome of a

judicial hearing regarding academic dishonesty, is prohibited and must be treated as confidential by members of the faculty."

### **Accommodations for Individuals with Disabilities**

In compliance with the Americans with Disabilities Act (ADA), Georgia Southern University will honor requests for reasonable accommodations made by individuals with disabilities. Students must self disclose any disability for which an accommodation is being sought to the Student Disability Resource Center (SDRC) before academic or other accommodations can be implemented. For additional information, please call the Director of EEO and Title IX at (912) 478-5136 / TDD (912) 478-0273 or the SDRC Director at (912) 478-1566 / TDD (912) 478-0666. The TDD phone numbers are intended for individuals with hearing impairments.

### **University Calendar for the Semester**

The University Calendar is located with the semester schedule, and can be found at:  
<http://em.georgiasouthern.edu/registrar/resources/calendars/>

**Children in the classroom:** I understand that many students are parents and that, on occasion, child care issues emerge. If an occasion arises where child care is an issue and you would like to attend class with your child, you must ask me for permission prior to bringing your child to class. This is because I have to think of the needs of the entire class, which includes you and your peers. Therefore, notice and a complete understanding of the requirements for having a child in the classroom are required. As 24 hours' notice is not always possible when dealing with child care, I ask that the request be placed in writing (via email) NO LESS than 5 hours prior to the start of class if you wish to attend class with you child. In addition, it is up to me to consider and approve or deny the request based on my understanding of the situation **and** the needs of the class. If a child is brought to class without my consent, I as the instructor have the right to request that you leave the classroom. Also, if I consent to having your child in the classroom, I expect your child to not interfere with classroom management. Children who are disruptive, will be asked to leave along with their parent and the student will be responsible for making up the material missed in class. There are no exceptions to this policy.

### **One Final Note**

The contents of this syllabus are as complete and accurate as possible. I might need to make changes as the semester progress to ensure better student learning. I will announce any changes either via email or in class. It is your responsibility to know what changes have been made in order to successfully complete the requirements of the course.

This syllabus, my lecture notes, and all materials distributed and presented during this course are protected by copyright law. You are authorized to take notes in this class but that authorization extends to only making one set of notes for your personal use and no other use. You are not authorized to sell, license, commercially publish, distribute, transmit, display, or record notes from this class unless you have my written consent to do so.