Georgia Southern University

Digital Commons@Georgia Southern

Public Health Syllabi   Public Health, Jiann-Ping Hsu College of

Fall 8-1-2018

EPID 9132 – Epidemiology of Infectious Diseases Transmitted via Bodily Fluids (aka "Infectious Disease 2" listed in FOLIO)

Isaac Chun-Hai Fung
Georgia Southern University, Jiann-Ping Hsu College of Public Health, cfung@georgiasouthern.edu

Follow this and additional works at: https://digitalcommons.georgiasouthern.edu/coph-syllabi

Part of the Public Health Commons

Recommended Citation

Georgia Southern University
Jiann-Ping Hsu College of Public Health

EPID 9132 – Epidemiology of Infectious Diseases Transmitted via Bodily Fluids
(aka "Infectious Disease 2" listed in FOLIO)
Fall 2018
Version as of September 6, 2018

Instructor:	**(Isaac) Chun Hai Fung, PhD**
Office:	Hendricks 2029
Phone:	(912) 478-5079
E-Mail Address:	cfung@georgiasouthern.edu
Office Hours:	Monday 1.30pm – 2.30pm (priority for EPID 9132 students);
	Wednesday 9.00am – 1.00pm
Class Meets:	Monday/Wednesday 2.30pm – 3.45pm; IT building 2201.

Course Catalog available at:
http://em.georgiasouthern.edu/registrar/resources/catalogs/
under Jiann-Ping Hsu College of Public Health Programs

Prerequisites: *A minimum grade of "C' in EPID 9131.*

FOLIO Access: https://my.georgiasouthern.edu/portal/portal.php

Access to course materials are available for up to one year after graduation.

Catalog Description
This course covers advanced topics in epidemiology of infectious diseases transmitted via bodily fluids, primarily sexually transmitted infections and bloodborne infections. Important themes may include outbreak preparedness and response, surveillance, and interventions that prevent and control transmissions. Computational, mathematical and statistical tools relevant to the practice of infectious disease epidemiology will be introduced.

Required Textbook: Emilia Vynnycky and Richard G. White (2010). **An Introduction to Infectious Disease Modelling**. New York: Oxford University Press. *Notes: The same textbook as in EPID 9131, i.e., there is no need to buy any new textbook.*

Required Resource:
➢ Teaching materials from Network Modeling for Epidemics workshop at the University of Washington written by Martina Morris, Steven M. Goodreau, Samuel M Jenness and Darcy Rao (http://statnet.github.io/nme/index.html) *Notes: They are used with written permission by Prof. Samuel Jenness of Emory University.*

> Eric D. Kolaczyk & Gabor Csardi (2014). **Statistical Analysis of Network Data with R.** New York: Springer. *Notes: This book is not listed as the official required textbook. But we may work through some of the R codes and the book chapters. The instructor will provide the information needed in class.*

> In this course, we will use free software R and RStudio for programming. You are advised to install R and RStudio into your own computers. For programming classes, you are advised to bring your own laptop computers to class. If you do not have a laptop computer, then you may share a computer while in class.

DrPH Core Student Learning Outcomes

1. Apply evidence-based practice and research methods to advance the field of public health.

2. Develop culturally-sensitive public health policies or programs using interdisciplinary approaches grounded in legal and ethical principles.

3. Integrate knowledge, legal and regulatory approaches, ethical frameworks and varied stakeholder interests in addressing public health problems.

4. Communicate public health information to diverse stakeholders, including individuals at all levels of health literacy, for purposes of influencing behavior and policies.

5. Propose strategies for health improvement and elimination of health inequities including stakeholders, researchers, practitioners, community leaders and other partners.

CEPH Concentration Competencies

1. Apply appropriate research methods to address community/public health problems, particularly among rural and underserved populations.
2. Construct a public health and epidemiological research question from ideas, conditions, and events that exist in a rural and urban community, region, state and nation using critical thinking skills.
3. Demonstrate required skills for translating public health practice objectives to the appropriate epidemiological framework for analysis and interpretation of results.
4. Select appropriate statistical tools, methodological alternatives, and graphical descriptives to analyze and summarize public health and epidemiological data.
5. Formulate population-based hypotheses and develop appropriate research designs to test these hypotheses.

CEPH DrPH Competencies

Data & Analysis
1. Explain qualitative, quantitative, mixed methods and policy analysis research and evaluation methods to address health issues at multiple (individual, group, organization, community and population) levels
2. Design a qualitative, quantitative, mixed methods, policy analysis or evaluation project to address a public health issue
3. Explain the use and limitations of surveillance systems and national surveys in assessing, monitoring and evaluating policies and programs and to address a population's health

Leadership, Management & Governance
4. Propose strategies for health improvement and elimination of health inequities by organizing stakeholders, including researchers, practitioners, community leaders and other partners
5. Communicate public health science to diverse stakeholders, including individuals at all levels of health literacy, for purposes of influencing behavior and policies
6. Integrate knowledge, approaches, methods, values and potential contributions from multiple professions and systems in addressing public health problems
7. Create a strategic plan
8. Facilitate shared decision making through negotiation and consensus-building methods
9. Create organizational change strategies
10. Propose strategies to promote inclusion and equity within public health programs, policies and systems
11. Assess one's own strengths and weaknesses in leadership capacities including cultural proficiency
12. Propose human, fiscal and other resources to achieve a strategic goal
13. Cultivate new resources and revenue streams to achieve a strategic goal

Policy & Programs
14. Design a system-level intervention to address a public health issue
15. Integrate knowledge of cultural values and practices in the design of public health policies and programs
16. Integrate scientific information, legal and regulatory approaches, ethical frameworks and varied stakeholder interests in policy development and analysis
17. Propose interprofessional team approaches to improving public health

Education & Workforce Development
18. Assess an audience's knowledge and learning needs
19. Deliver training or educational experiences that promote learning in academic, organizational or community settings
20. Use best practice modalities in pedagogical practices

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

At the end of the course, students will be able to:

1. Describe and explain basic concepts of network analysis to an audience in an educational setting. (Assignment 1)
2. Perform network analysis using R and RStudio. (Assignments 2 & 3)
3. Program epidemiologic models of sexually transmitted infections and apply these models to other health-related questions and data using R and RStudio. (Assignments 2 & 3)

Assessment of Student Learning

Detailed descriptions of assessments that are linked to student learning outcomes and or competencies.

Assignment 1. To deliver a presentation on the introduction to network analysis to MPH students in EPID 7135 (Individual assessment & group assessment)

Students will present in EPID 7135 a presentation on the introduction to network analysis. Deliverables: (a) a PowerPoint presentation (group assessment) to be submitted to FOLIO; (b) presenting in a classroom (individual assessment); (c) a 1-page class plan (group assessment).

Assignment 2. Manuscript critique: written assignment & verbal presentation (Individual assessment)

Students will each select and present a peer-reviewed research article, that is appropriate to the topics and materials presented this course and is pre-approved by the instructor. Deliverables: (a) a PowerPoint presentation; (b) a written manuscript critique; both to be submitted to FOLIO; and (c) presenting in a classroom.

Assignment 3. Research project presentation (Group assessment & peer individual assessment)

Network data will be provided to students. Students will analyze the data in R as a class project as a group. Deliverable: will be a draft of a research article to be submitted to peer-review journals; to be submitted to FOLIO.

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.

Overview of the content to be covered the semester:

Detailed class schedule will be provided to students in class and will be subject to change depending on the actual progress of the course.

Week/Date	Topics
Part 1 Weeks 1 - 12	**Network analysis in the context of sexually transmitted infections**
Week 1: Aug 13, 15	**Introduction to network analysis** The instructor's own summary of *Social Networks and Health: Models, Methods, and Applications*, by Prof. Thomas W. Valente (ISBN-13: 978-0195301014)
Weeks 2-12	**Network analysis and network models** *Topics listed here are examples. We may not be able to cover all the topics listed here.* **Statistical analysis of network data with R** (by Kolaczyk and Csardi) ➢ Introduction to the R package igraph, etc. ➢ Manipulating Network Data ➢ Visualizing Network Data ➢ Descriptive Analysis of Network Graph Characteristics ➢ Mathematical Models for Network Graphs ➢ Statistical Models for Network Graphs ➢ Network Topology Inference ➢ Modeling and Prediction for Processes on Network Graphs **Teaching materials from Network Modeling for Epidemics workshop at the University of Washington** (by Morris, Goodreau, Jenness and Rao) ➢ Introduction to the R package EpiModel etc. ➢ Cross-sectional statistical network analysis: Exponential random graph models (ERGMs) for static networks ➢ Dynamic statistical network analysis: separable temporal ERGMs (STERGMs) for dynamic networks ➢ Simple disease transmission on dynamic networks: when network dynamics are independent of disease dynamics ➢ Disease transmission on dynamic networks with feedback: when network and disease dynamics interact ➢ Extending EpiModel: Exploring your own research questions Special notes: **Week 3: Aug 27, 29:** Instructor out of town. Either attend the International Conference on Emerging Infectious Diseases 2018 in

	Atlanta, or attend the 4pm guest lectures in EPID 7135 for both August 27 (M) and August 29 (W) **Week 4: Sep 3 (M):** Labor day holiday – No class **Week 12: Oct 29, 31:** Instructor out of town: Either attend the American Society of Tropical Medicine and Hygiene conference, or attend the 4pm guest lectures in EPID 7135. Draft of manuscript for Assignment 3: Research project (Group assessment)
Part 2 **Weeks 13 - 14**	**Compartmental models of sexually transmitted infections and their applications** *Notes: if we cannot finish Part 1, we may skip Part 2.*
Nov 5 (M)	**Compartmental models of sexually transmitted infections** Chapter 8, Vynnycky and White

Nov 7 (W)	**Application of mathematical modeling to address HIV intervention policy issues**
	HIV intervention program among sex workers (Dr. Fung's MSc thesis)
	    Fung ICH et al. (2007) **Modelling the impact and cost-effectiveness of the HIV intervention programme amongst commercial sex workers in Ahmedabad, Gujarat, India.** *BMC Public Health.* 7:195.
	Antiretroviral therapy (tentative)
	    Eaton JW et al. (2014) **Health benefits, costs, and cost-effectiveness of earlier eligibility for adult antiretroviral therapy and expanded treatment coverage: a combined analysis of 12 mathematical models.** *Lancet Global Health* 2:e23-34.

Nov 14 (W)	**Within-host models of HIV (Dr. Fung's PhD thesis)**
	Part 1: The mathematical model
	    Fung ICH*, et al. (2010). **Superinfection with a heterologous HIV strain *per se* does not lead to faster progression.** *Mathematical Biosciences.* 224(1):1-9. DOI:10.1016/j.mbs.2009.11.007
	Part 2: Applications of the mathematical model
	    Fung ICH*, et al. (2012). **The Clinical Interpretation of Viral Blips in HIV Patients Receiving Antiviral Treatment: Are We Ready to Infer Poor Adherence?** *Journal of Acquired Immune Deficiency Syndrome (JAIDS).* 60(1):5-11. DOI:10.1097/QAI.0b013e3182487a20

Weeks 14 - 17	**Assessments**
Week 14	
Nov 12 (M)	**Assignment 1: Teach network analysis to MPH students in EPID 7135 (Individual & group assessment)**
Week 15: Nov 19, 21	**Thanksgiving Holiday Week - NO CLASS**
Week 16	

Nov 26 (M)	*Buffer slot, just in case we need more time.*
Nov 28 (W)	**Assignment 2: Manuscript critique presentation & written submission (Individual assessment)**
Week 17	
Dec 3 (M)	**Assignment 3: Research project manuscript submission (Group assessment)**
Dec 5 (W)	Debriefing for the research project

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.

Instructional Methods

Class meetings will be a combination of lecture, class discussion, and active participation in computer programming. Computer-generated presentations may be used in the lecture portion of this course. R and RStudio will be used for programming experience. Prior to each class, the student is encouraged to complete the recommended readings and actively participate in class discussions. In this way, it is hoped that the learner will be better prepared to successfully accomplish the learning objective of each class experience.

Grading

Assignments		Points	
Assignment 1	**Presentation on the introduction to network analysis to EPID 7135**	**100**	
	PowerPoint (group assessment)		40
	Verbal presentation in class (individual assessment)		50
	Class plan (group assessment)		10
Assignment 2	**Manuscript critique (individual assessment)**	**100**	
	Written submission		50
	PowerPoint		25
	Verbal presentation in class		25
Assignment 3	**Research project**	**100**	
	Written submission (group assessment)		90
	Peer individual assessment		10
Total		**300**	

Points	Percent	Grade
270 – 300	90 – 100	A
240 – 269	80 – 89	B
210 – 239	70 – 79	C
180 – 209	60 – 69	D
0 – 179	0 – 59	F

Assignment 1. Presentation on the introduction to network analysis to EPID 7135.
Students are expected to work as a group to create their own PowerPoint presentation and a class plan for their presentation in EPID 7135. The materials will be the same as what will be taught in Week 1 of this course. Students will presented a simple version of our course materials to the MPH student audience. Each student will take turns to present some parts of the presentation. The PowerPoint file and the class plan will be evaluated as a group assessment. Each student's verbal presentations will be assessed individually.

Assignment 2. Manuscript critique.
Students are expected to each select a paper pertinent to the course materials taught in this course, and submit it to FOLIO for pre-approval by the instructor. They will submit a written critique of the manuscript and a PowerPoint presentation to FOLIO. They will verbally present their PowerPoint in class.

Assignment 3. Research project.
Students are expected to work as a group to conduct a research project. A set of data of network nature will be shared with the students. Students are expected to develop their own research question, apply network analysis to the data, interpret and present their results in the form of a draft of a research article to be submitted to a peer-reviewed journal. Students will submit their (final) draft to FOLIO at the end of the semester.

<u>Late submission (excluding exams)</u> Reduction of 5% for every 24 hours. For example, for an assignment that is due on Wednesday at 11.59pm, if someone submits it on the coming Friday at 11.59pm, then: Adjusted Points = Points * 90%

<u>General Expectations</u>

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 2 workdays
- Assignment grades: within one week 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
This course is an advanced doctoral epidemiology course. In this course, the instructor aims to introduce the class to network analysis and network modeling and their applications to data pertinent to sexually transmitted infections (and other relevant health issues). The instructor also intends to bring the class up-to-speed to the latest development of the field of epidemiology of sexually transmitted infections and bloodborne infections through recommended readings.

The course is going to be information intensive. The instructor plans to adopt the **"flip-the-classroom" pedagogical design** and expects the students to **review the relevant materials ahead of the class**, so that we can discuss the materials in person, and can practice R programming in class.

If network analysis and network models are new to you, then you should expect to **spend more time** that you are expected according to the "General Expectations" aforementioned.

At the end of the day, you select this elective because you want to learn more and to be challenged intellectually. The instructor is here to do his part to facilitate your learning process and help you become competitive in the job market when you graduate from our DrPH program.

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/

One Final Note
The contents of this syllabus are as complete and accurate as possible. The instructor reserves the right to make any changes necessary to the syllabus and course material to ensure better student learning. The instructor will announce any such changes in class. It is the responsibility of the student 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.

STUDENT CONDUCT CODE
The Student Conduct Code is the official University publication governing student conduct and behavior. It is the responsibility of each student to become familiar with the rules and regulations governing student life. Student conduct procedures, appeal procedures, and disciplinary sanctions are found in the Student Conduct Code at http://students.georgiasouthern.edu/conduct. I acknowledge that I have read and understand this statement referencing the Student Conduct Code.

ACADEMIC DISHONESTY
The University goal is to foster an intellectual atmosphere that produces educated, literate people. Because cheating and plagiarism are at odds with that goal, they shall not be tolerated in any form. Students are expected to adhere to the rules and regulations as set forth in the Student Conduct Code. Therefore, all work submitted by a student must represent that student's own ideas and effort; when the work does not, the student has engaged in academic dishonesty. Plagiarism occurs when a person passes in another person's work as his or her own, borrows directly from another person's work without proper documentation, and resubmits his or her own work that has been previously submitted without explicit approval from the instructor. For example, academic dishonesty occurs whenever a student participates in any of the following: Cheating submitting material that is not yours as part of your course performance; using information or devices that are not allowed by the faculty; obtaining and/or using unauthorized materials; fabricating information, research, and/or results; violating procedures prescribed to protect the integrity of an assignment, test, or other evaluation; collaborating with others on assignments without the faculty's consent; cooperating with and/or helping another student to cheat; demonstrating any other forms of dishonest behavior. Plagiarism directly quoting the words of others without using quotation marks or indented format to identify them; using sources of information (published or unpublished) without identifying them; paraphrasing materials or ideas without identifying the source; self-plagiarism - resubmitting work previously submitted without explicit approval from the instructor; unacknowledged use of materials prepared by another person or agency engaged in the selling of term papers or other academic material. NOTICE: The list above is intended only to provide general guidelines for recognizing and avoiding common types of academic dishonesty. It is in no way an exhaustive or comprehensive list of all the types of academic dishonesty. For more information about academic honesty, see the Student Conduct Code at http://students.georgiasouthern.edu/conduct. I acknowledge that I have read and understand the Academic Dishonesty Policy.

I have read the syllabus and understand the contents and course requirements.

_____   _____   _____
Student Name (print)   Student Signature   Date