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PUBH 4132 – Health Promotion Program Planning I

Nandi A. Marshall

Georgia Southern University, Jiann-Ping Hsu College of Public Health, nmarshall@georgiasouthern.edu

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Georgia Southern University
Jiann-Ping Hsu College of Public Health

PUBH 4132 – Health Promotion Program Planning I
Fall 2019

<u>Instructor:</u>	Nandi A. Marshall, DrPH, MPH, CHES
<u>Office:</u>	Solms 109A (A); Hendricks Hall 3010(S)
<u>Phone:</u>	(912) 344-3307
<u>E-Mail Address:</u>	nmarshall@georgiasouthern.edu
<u>Office Hours:</u>	Tuesdays/Thursdays 9:30am - 12:00pm (S), Wednesdays by appointment only
<u>Class Meets:</u>	Tuesday & Thursday 12:30pm – 1:45pm **A – Armstrong Campus; S – Statesboro Campus**

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 PUBH 2131*

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 introduces students to the theory and application of community-based program planning and evaluation. The first of a two-course sequence, the focus will be on the development of a health promotions program plan designed to apply course content to a real-life health issue. Concepts in community assessment, organization, and mobilization for the purpose of addressing identified public health concerns will serve as the foundation for the planning process.

Required Textbook:

McKenzie, J. F., Neiger, B. L., & Thackeray, R. (2013). *Planning implementing & evaluating health promotion programs: A Primer (7th Edition)*. San Francisco, CA: Pearson Benjamin Cummings.

American Psychological Association. (2010) *Publication Manual of the American Psychological Association (6th Ed)*. Washington, DC: Author.

BSPH Core Student Learning Outcomes

1. Students will develop a health promotion program plan to assess needs and capacities that affect a selected community's health (Assessment: Service Learning Reflection; Needs Assessment portion of the program plan).
2. Students will apply public health evidence-based strategies to the development of health programs (Assessment: program plan & executive summary; systematic literature review).
3. Students will demonstrate the ability to apply cultural competence strategies in public health practice and communication (Assessment: Health Education and Promotion press kit; Health promotion planning executive summary).
4. Students will create strategies for promoting health improvement and disease prevention (Assessment: Environment and your health project; Future Assignment in Chronic Disease course to be developed).

CEPH Concentration Competencies

At the completion of a BSPH program at Georgia Southern University, students will demonstrate the ability to do the following:

1. Assess population needs, assets, and capacities that affect communities' health.
2. Apply cultural values and evidence-based practices to the design or implementation of public health programs.
3. Integrate cultural competence in public health practice and communication.
4. Understand the organization and function of global and domestic health systems.
5. Promote strategies for health improvement and disease prevention.

CEPH BSPH Competencies

Public Health Communication

The ability to communicate public health information, in both oral and written forms, through a variety of media and to diverse audiences

Information Literacy

The ability to locate, use, evaluate and synthesize public health information

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

At the end of this class, the student will:

1. Describe the political, social, and economic issues that affect the health of global populations.
2. Identify the ethical foundations behind the distribution of wealth and resources and their impact on disparities in health.

3. Compare and contrast sources of health inequalities, including their cause and impact on conditions that lead to health status and healthcare of populations.
3. Examine the impact of poverty and socioeconomic factors on global health injustices.
4. Discuss the importance of measuring health inequalities for assessing global health status
5. Describe the roles and responsibilities of public health professionals for addressing health inequalities and injustices.
6. Identify ways that geography and natural disasters contributes to global health injustices around the world.

Assessment of Student Learning

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:

Date	Topic(s)	Readings/Resource	Assessment
<p>Week 1: 8/19/2019 – 8/25/2019</p>	<p>8/20: Introduction & Overview, Group Selection, Topic Assignments</p> <p>8/22: Out of class assignment Introduction to the Road to Health Toolkit</p>	<p>McKenzie: Chapters 1 & 2</p> <p>Road to Health Toolkit User's Guide</p>	<p>Individual Assessment: Students will submit their resume, unofficial transcripts, and cover letter via Folio on Sunday, August 25th by 11:59pm et.</p> <p>Individual Assessment: Students will participate in a discussion board focused on the road to health toolkit. The discussion board posts must be completed by Thursday, August 22nd at 11:59pm et.</p>
<p>Week 2: 8/26/2019 – 9/1/2019</p>	<p>Literature Review</p> <p>Meet with your community partners</p>	<p>McKenzie: Chapters 1 & 2</p>	<p>Group Assessment: All groups will meet with their community partners.</p> <p>Individual Assessment: Students will complete Quizzes 1 and 2 in Folio, which are related to the week's content. These quizzes will evaluate the student's knowledge and understanding of the material presented in the readings. This quiz must be completed by Sunday, September 1st at 11:59pm ET.</p>
<p>Week 3: 9/2/2019 – 9/8/2019</p>	<p>Literature Review</p>	<p>McKenzie: Chapter 3</p>	<p>Individual Assessment: Students will complete Quiz 3 in Folio, which is related to the week's content. This quiz will evaluate the student's knowledge and understanding of the material presented in the readings. This quiz must be completed by Sunday, September 1st at 11:59pm ET.</p>

<p>Week 4: 9/9/2019 – 9/15/2019</p>	<p>Literature Review</p>		<p>Group Assessment: All groups will submit their Literature Reviews in Folio by Sunday, September 15th at 11:59pm ET.</p>
<p>Week 5: 9/16/2019 – 9/22/2019</p>	<p>Needs Assessment Program Planning Q&A “Words of Wisdom” combined class (location of Q&A TBD)</p>	<p>McKenzie: Chapter 4</p>	<p>Individual Assessment: Students will complete and submit CATME 1 by Sunday, September 22nd.</p> <p>Individual Assessment: Students will complete Quiz 4 in Folio, which is related to the week’s content. This quiz will evaluate the student’s knowledge and understanding of the material presented in the readings. This quiz must be completed by Sunday, September 22nd at 11:59pm ET.</p>
<p>Week 6: 9/23/2019 – 9/29/2019</p>	<p>Needs Assessment</p>		<p>MIDTERM: Individual assessment of Chapters 1-4 Due by Sunday, September 29th at 11:59pm ET.</p> <p>*Note: There is no quiz for Chapter 5.</p>
<p>Week 7: 9/30/2019 – 10/6/2019</p>	<p>Mission Statement, Goals, and Objectives</p>	<p>McKenzie: Chapter 6</p>	<p>Group Assessment: All groups will submit their Needs Assessments in Folio by Sunday, October 6th at 11:59pm ET.</p> <p>Individual Assessment: Students will complete Quiz 6 in Folio, which is related to the week’s content. This quiz will evaluate the student’s knowledge and understanding of the material presented in the readings. This quiz must be completed by Sunday, October 6th at 11:59pm ET.</p>

<p>Week 8: 10/7/2019 – 10/13/2019</p>	<p>Team Meetings with Dr. Marshall (Please Bring Mission Statement, Goals, and Objectives)</p>		<p>Individual Assessment: Students will complete and submit CATME 2 by Sunday, October 13th at 11:59 pm ET.</p>
<p>Week 9: 10/14/2019 – 10/20/2019</p>	<p>Mission Statement, Goals, and Objectives Theories and Models</p>		
<p>Week 10: 10/21/2019 – 10/27/2019</p>	<p>Theories and Models Mini Presentations MIDTERM Exam</p>	<p>McKenzie: Chapter 7</p>	<p>Group Assessment: All groups will submit their Frameworks and their Mission Statements, Goals, and Objectives in Folio by Sunday, October 27th at 11:59pm ET.</p> <p>Individual Assessment: Students will complete Quiz 7 in Folio, which is related to the week’s content. This quiz will evaluate the student’s knowledge and understanding of the material presented in the readings. This quiz must be completed by Sunday, October 27th at 11:59pm ET.</p> <p>Individual Assessment: Student will submit their midterm exam by Sunday, October 27th at 10:00pm est.</p>
<p>Week 11: 10/28/2019 – 11/3/2019</p>	<p>Intervention Plan Evaluation 10/31: Out of class assignment Meet with your community partners</p>	<p>McKenzie: Chapters 8 & 9</p>	<p>Group Assessment: All groups will submit their Intervention Plans in Folio by Sunday, November 3rd at 11:59pm ET.</p> <p>Individual Assessment: Students will complete Quizzes 8 and 9 in Folio, which are related to the week’s content. These quizzes will evaluate the student’s knowledge and</p>

			understanding of the material presented in the readings. This quiz must be completed by Sunday, November 3 rd at 11:59pm ET.
Week 12: 11/4/2019 – 11/10/2019	11/5: Out of class assignment Work Day Bring Completed Presentations		Group Assessment: All groups will submit their Planning Committees in Folio by Sunday, November 10 th at 11:59pm ET. Group Assessment: All groups will meet with their community partners. Individual Assessment: Students will complete and submit CATME 3 by Sunday, October 13 th .
Week 13: 11/11/2019 – 11/17/2019	Work Days		
Week 14: 11/18/2019 – 11/24/2019	PPI Presentations		Group Assessment: All groups will submit their Presentations in Folio by Monday, November 18 th at 11:59pm ET. Group Assessment: All groups will submit their Proposals/Binders in-class on Thursday, November 21 st .
Week 15: 11/25/2019 – 12/1/2019	***THANKSGIVING BREAK***		
Week 16: 12/2/2019 – 12/6/2019	PPI Presentations		Individual Assessment: Students will complete and submit CATME 4 by Sunday, December 6 th at 11:59 pm ET.

Final Exam: In-class	Final Exam Tuesday, December 10 th from 12:30-2:30pm.		FINAL EXAM: Individual assessment of all information covered in the class on 12/10/19.
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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. Computer-generated presentations will be used in the lecture portion of this course. Prior to each lecture, 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 lecture experience.

Grading

	Points
Discussion Board	10
Peer Evaluation	10
Quizzes (8)	40
In-Class Assignments	50
Group Literature Review	20
Group Needs Assessment	20
Group Framework	5
Group Mission Statement, Goals, and Objectives	10
Group Intervention Plan	15
Group Planning Committee	5
Program Proposal I (Binder)	100
Proposal Presentation	25
Midterm	50
Final	100
<i>Attendance/Participation/Professionalism Deduction</i>	
Total	460

Course Grading Scale

A = 90% -100 % (414-460)
 B = 80% - 89% (368-413)
 C = 70% - 79% (322-467)
 D = 60% - 69% (276-321)

F = < 60% (<276)

1. Application for Project Team Position (10 points)

Students will apply for a project team position by submitting a resume, unofficial transcripts and cover letter. Pay careful attention to the job announcement posted on Folio and tailor your cover letter to best fit. It is recommended that students visit Career Services to have your resume reviewed. This assignment must be submitted via Folio by 11:59pm est on **Sunday, August 25th**. The online submission will be evaluated by the instructor.

Why? Your resume, transcript, and cover letter are the first impression that you will give to a future employer. The closer to perfection it is, the greater your chance of making a good impression on an employer.

2. Discussion Board (Week 1, August 22nd)

Students will view the road to health toolkit videos and trainer guide to prepare for this discussion board. Students will then participate in a discussion board and provide their critical analysis of the review materials and converse with other students in the course.

The discussion board opens on Thursday, August 22nd at 12:30pm est and closes at 11:59pm est.

Students are expected to be an active participant in each week's discussion. You have a full week to participate, so there should be no reason for you to not be able to do so. Please think of these posts not as busy work, but rather as an opportunity to explore and build on the readings, thereby learning in the process.

Participation is a matter of not only quantity of posts (having a presence), but also quality of posts. What constitutes high quality participation in an online discussion? For this class, I'll be looking for posts that:

- ***Are substantive in content.*** While it's nice to give brief feedback like "thanks" and "good idea" to your classmates and such messages are not discouraged, they do not count toward your graded contributions. On the flip side, you're not expected to write mini-essays or monologues. In fact, those tend to cut down on dialogue. You're just expected to back up your examples and opinions with sufficient evidence that your reader will believe in what you say.
- ***Are thoughtful and well composed.*** And spelling and grammar both count.

- **Are responsive either to the initial question or to someone's reply.** Each week you should be engaged in dialogue with others, not just replying to the initial discussion question. Indeed, it can get mighty redundant in some instances if everyone replies to the initial prompt and no one replies to each other.
- **Extend the conversation in meaningful ways.** Don't just repeat what others have said, but make a new point, provide a new piece of evidence, or ask an insightful question. And questions are just as meaningful and valuable as posts that offer up one's knowledge!
- **Provide evidence.** How can you support the things that you're saying? Refer directly to the readings, share other sources (e.g., web sites) with us, and/or provide your own detailed examples. However you do it, back up what you say.

It should go without saying, but I'll say it anyway, that while differences of opinion are fine, treating each other with respect is expected at all times.

Students will use the 3-2-1 discussion method for their posts and must adhere to the following guidelines:

- Post **3** facts or concepts that you found most interesting from the text
- Post **2** concepts or theories that you will apply in your prospective profession
- Post **2 (or more)** question(s), related to the video AND handbook, for your classmates to answer.
- Reply to at least two questions posed by other students (must be at least two different classmates).

Discussion Board Rubric

Criteria	Unsatisfactory .5 pts	Satisfactory 1.5 pts	Exemplary 2 pts
Completeness of Thought	Content of the posts are not complete and do not add to the value of the discussion board.	Posts are somewhat complete in content and thought. Posts may or may not extend the conversation in meaningful ways.	Posts are substantive in content, complete thoughts, and extend the conversation in meaningful ways.
Number of Posts (includes initial & replies to classmates)	One post listed	Two posts listed	Three or more posts listed
Grammar and Mechanics	Grammatical, spelling and	Grammatical, spelling and	The post is free of grammatical, spelling

	punctuation errors substantially detract from the post.	punctuation errors are rare and do not detract from the post.	and punctuation errors.
Proper Use of APA Citations (In text and Reference List)	Errors in APA style detract significantly from the post. This include in text citations and references list.	Rare Errors in APA style that do not detract from the post. This includes in text citations and the reference list.	No errors in APA style. This includes in text citations and the reference list.
Engagement Level	Student did not engage with students who replied to their post.		Student replied to students who posted on their initial post.

3. Quizzes (8 quizzes at 5 points each)

Quizzes will be posted on your Folio page for this course. There will be a total of 8 quizzes, one for each chapter of the required text. The quizzes will be 5 points. You will have 2 opportunities to take the quiz. Your highest grade will count.

4. In-Class Assignments (50 points)

Throughout the semester the professor sets aside class time for you to work with your group on assignments. It is expected you use this time wisely. Consider this a gift- otherwise you would spend an *additional* 2.5 hours outside of class with your group. At the end of class, you will be expected to turn in what your group has worked on during the class time period. There assignments may be in the form of an outline, worksheet, or other evidence you have used your class time efficiently.

5. Group Assignments (75 points total):

You will be asked to complete 6-8 assignments ranging from 5-20 points throughout the semester to prepare you for your final project. Each team will turn in an assignment as a team; I would encourage you to make notes about team members to use for the peer evaluations and final peer evaluations after each assignment. Each of the assignment deadlines are listed on the syllabus and posted on Folio. These group assignments consist of the Literature Review, Needs Assessment, Framework, Mission Statement, Goals, Objectives, Intervention Plan and Planning Committee. The due dates and times are in Folio's calendar and listed in Dropbox (please review and plan accordingly).

NO LATE ASSIGNMENTS.

6. Program Proposal I Binder (100 points):

You will be placed in a group with approximately 3 other students for your project. As a group, you will work on one community project. Through the next two semesters, you will work with

this group to plan, implement and evaluate a community health program. **Details included in Folio.**

7. Proposal Presentation (50 points):

During the final weeks of the course you will give a 10-15 minute presentation to highlight the aspects of your proposed program. A grading rubric will be posted on Folio. ---The last group presentations deserve the same attention and courtesy as the first group. You will be evaluated by the instructor and a panel of guests.

8. Midterm (50 points):

The midterm exam will include multiple choice, short answers, definition of terms, listing of information, clarification of terms and concepts and/or case studies.

9. Final Exam (100 points):

The final exam will include multiple choice, short answers, definition of terms, listing of information, clarification of terms and concepts and/or case studies.

10. Attendance/Participation/Professionalism (Deduction):

Attendance – Due to the nature and structure of this course, class attendance is of utmost importance. You are responsible for any material covered or distributed in class, including any announcements, whether or not you are present. Attendance will be taken regularly. This is a senior level course. Your professionalism is just as important as your attendance and participation. Arriving late or any disrespect to your classmates and/or professor will result in a point deduction at the end of the semester. This includes wearing headphones during class, arriving more than 5 minutes late, leaving before class is dismissed, inappropriate communication with your classmates/professor and other disruptive behaviors that would be considered unprofessional in a work place setting. See ‘BSPH Professional Dispositions’ at the bottom of the syllabus. There will be a 5 point deduction for every absence and/or behaviors that are considered unprofessional.

Georgia Southern believes that significant student learning occurs in the classroom and recognizes the importance of in-class experiences, and if missed by a student even for legitimate reasons, cannot be fully recovered.

Participation? Chapters should be read before coming to class, participating in class activities and discussions, and being responsible for turning in assignments on time. You are expected to spend an average of at least twelve hours in preparation/homework for this class per week. Sleeping with eyes open or closed, texting, earphones in, chatting, checking Facebook or Instagram, emailing are not considered “participating”. Deductions will be given to students found on their phones during class. This includes during group work.

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 – 1 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

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. For this course, attendance will be verified via the ATTENDANCE VERIFICATION POST DUE ON TUESDAY, AUGUST 20TH.

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 Undergraduate & 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."

Disability-related Accommodations

Georgia Southern University is committed to providing reasonable accommodations to students with documented disabilities as required under federal law. Disabilities may include ADD or AD/HD, autism spectrum disorder, brain injury, chronic medical conditions, communication disorders, hearing loss, learning disabilities, mobility impairment, psychological disorders, visual impairment or temporary injuries. The purpose of disability accommodation is to provide equal access to the academic material and equal access to demonstrate mastery of the material. If you have a disability and need accommodations, please contact the Student Accessibility Resource Center (SARC). You will need to meet with a SARC staff member who can help you gather documentation of your disability or refer you to an appropriate resource for assessment. Once documentation of the disability is approved, SARC staff will provide you with an accommodation letter detailing the approved accommodations which you should present to me so we can discuss and implement your accommodations. Disability accommodations work best starting at the beginning of the semester, but can be approved and started at any point in the semester. Accommodations start at the time the accommodation letter is presented to faculty within reasonable timelines; accommodations are not given retroactively. SARC on the Statesboro campus is located on the second floor of Cone Hall and the phone number is (912) 478-1566. SARC for Savannah and Liberty campuses is located on the second floor of Memorial College Center and the phone number is (912) 344-2572.

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