

Georgia Southern University

Georgia Southern Commons

Jiann-Ping Hsu College of Public Health Syllabi

Jiann-Ping Hsu College of Public Health

Spring 2015

CHBE 9230 - Community-based Public Health Program Planning and Evaluation

Moya L. Alfonso

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

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



Part of the [Public Health Commons](#)

Recommended Citation

Alfonso, Moya L., "CHBE 9230 - Community-based Public Health Program Planning and Evaluation" (2015). *Jiann-Ping Hsu College of Public Health Syllabi*. 31.
<https://digitalcommons.georgiasouthern.edu/coph-syllabi/31>

This other is brought to you for free and open access by the Jiann-Ping Hsu College of Public Health at Georgia Southern Commons. It has been accepted for inclusion in Jiann-Ping Hsu College of Public Health Syllabi by an authorized administrator of Georgia Southern Commons. For more information, please contact digitalcommons@georgiasouthern.edu.

**Georgia Southern University
Jiann-Ping Hsu College of Public Health**

CHBE 9230 Community-based Public Health Program Planning and Evaluation – Spring 2015

Instructor:	Moya L. Alfonso, PhD, MSPH Community Health Behavior and Education
Office location:	Hendricks Hall 2014
Office number:	912-478-0966 (email is best; 48 response time; no response on weekends or evenings, plan accordingly)
JPHCOPH main phone:	(912) 478-5653
Mailing address:	GSU, JPHCOPH, PO Box 8015, Statesboro, Georgia 30460
Fax number:	(912) 478-5811
Email:	malfonso@georgiasouthern.edu
Class location:	IT 2202
Class time:	Mondays 6:00 p.m. to 8:45 p.m.
Office hours:	Mondays 11 to 4 pm or by appointment (no Fridays)

Course Description

This course introduces students to the theory and application of community-based program planning and evaluation. Concepts in community assessment, organization, and mobilization for the purposes of addressing identified public health concerns will serve as the foundation for the public health planning process. Appropriate techniques of partnership building, planning strategies, data collection, data analysis, and evidence-based decision-making will also be introduced.

Required Books

Calley, N.G. (2010). *Program development in the 21st century: An evidence-based approach to design, implementation and evaluation*. Sage: Thousand Oaks, CA.

McKenzie, J.F., Neiger, B.L., Thackeray, R. (2008). *Planning, implementation and evaluating health promotion programs: A primer*. Benjamin Cummings Publisher: San Francisco, CA.

Brooks, F.E. (2011). *Defining their destiny: The story of the Willow Hill School*. Savannah, GA: The Willow Hill Heritage and Renaissance Center Publishing Group.

Social and Behavioral Sciences / Community Health Concentration Competencies

1. Synthesize theories, concepts, and models from social and behavioral science disciplines (e. g. anthropology, sociology, psychology, health education) that are used in public health research and practice.
2. Assess philosophical foundations and assumptions of research applied to community health problems.
3. Analyze social and behavioral determinants of health equity at all ecological levels (individual through policy).
4. Analyze social and behavioral determinants of health equity in rural and urban settings locally, nationally, and globally.
5. Describe health communication techniques including social marketing, media advocacy, and GIS software for data communication.
6. Explain the concept of Public Health Preparedness.
7. Compare U. S. Public Health and Global Public Health priorities and concerns.
8. Compare legislative advocacy skills that influence health policy.
9. Assess community capacities that facilitate the development of multi-level social and behavioral interventions.
10. Describe theory-based social and behavioral interventions at multiple ecological levels.
11. Apply evidence-based approaches to community-based practice and research.
12. Apply Community-Based Participatory Research (CBPR) approaches when working on collaborative projects.
13. Compare qualitative and quantitative methods and their use in community health intervention, evaluation, and research.
14. Describe the benefits and challenges of a mixed methods approach.
15. Utilize qualitative, quantitative, and mixed methods to address community health problems.
16. Assess the application of ethical principles critical to community-based research and practice.
17. Assess the impact of power and privilege on health inequity at local, national, and global levels.
18. Explain skills to support cultural competence and cultural humility when working with diverse communities.
19. Analyze the process of planning and implementing a community-based public health education intervention.
20. Develop transdisciplinary relationships to respond to public health problems.
21. Develop logic model and mission, goal, and objective (outcome) driven program development and program evaluation plans.
22. Explain the functional interrelationships of the five core areas of Public Health.

Course Learning Objectives

The course is designed around learning objectives that correspond to the core competencies listed above. At the completion of this course the student will be able to:

1. Understand and apply theories to develop a framework for public health research and practice (1)
2. Demonstrate how to plan and implement a community-based public health education intervention. (11)
3. Develop, analyze, and critique program plan proposals (21)
4. Assess community capacities that facilitate the development of multi-level social and behavioral interventions.(9)
5. Understand qualitative and quantitative methods and their use in community health intervention, evaluation, and research.(13)
6. Assess the benefits and challenges of a mixed methods approach. (11)
7. Apply community-based participatory research (CBPR) approaches when working with diverse communities. (14)
8. Assess ethical principles critical to community-based research and practice. (16)
9. Demonstrate skills that support cultural competence and cultural humility when working with diverse communities. (18)
10. Assess current and future community-level needs for keeping the public healthy. (3,4,15,17)
11. Evaluate evidence-based social and behavioral interventions to address community health issues. (21)
12. Develop collaborative and transdisciplinary relationships to respond to public health problems. (20, 22)
13. Demonstrate skills needed to function successfully as a community and organizational change agent. (8,11,18)
14. Develop logic model and mission, goal and objective (outcome) driven program development and program evaluation plans. (21)

Instructional Methods

This is a combined lecture and discussion course with a service learning component. The instructor will lecture for the first hour of class. The remainder of class time will be spent in discussion or group activities. Come prepared to class and ready to discuss the readings, activities, and the class project. This course is divided into three key sections - planning, implementation, and evaluation. The information and techniques presented and discussed in class will be integrated by students in the completion of a needs assessment (i.e., major group project). The service learning project will be discussed in class and an overview is provided in the syllabus.

Course Requirements

Course Requirement Overview	Points	Weight
1. Discussion questions/leading discussion (one class per student)	50	8%
2. Midterm Exam	100	15%

3. Evaluation Plan	150	23%
4. Participation in Living Well Service Learning Project	250	38%
a. Completion and documentation of Living Well Training - 50		
b. Training of parents and youth – program delivery -100		
c. Participation in program evaluation – 50		
d. Reflection paper - 50		
5. Final Exam	100	15%

Grading

The student earns grades incrementally each week throughout the semester. *Grades are typically not dramatically improved during the final two weeks of the semester.* **Students should know that A's will be reserved for those who are truly exceptional (i.e., excellent or above average).** *Total possible points = 650*

Weighted Grading scale:

A = 585 or higher

B = 520 to 584

C = 455 to 519

D = 390 to 454

F = 389 or below

Your grades **will be posted on Folio**. All assignments will be graded and returned promptly so that students may accurately calculate their grades at any point in time during the semester. There is no extra credit in this class.

Class Discussion Participation – 1 Class, 50 points (8% of your grade) (Course Objectives: 1 – 14)

Starting in week 2, students are expected to read and prepare for discussion. Each week starting in week 4, one student will develop three discussion questions and lead the class discussion. Questions should be directly connected to the topic and designed to generate significant discussion. Please come prepared to lead discussion for your questions. You will need to submit a hard copy of your questions via email to Dr. Alfonso on your assigned week.

Midterm and Final Exams – 200 points total (30% of your grade) (Course Objectives: 1 – 14)

Comprehensive midterm and final exams will be given over the course of the semester. Exams will cover readings, discussions, and classroom lectures/group work. Exams will comprise a variety of question formats, including but not limited to, multiple choice, true/false, short answer and essay questions. The midterm exam will be administered in class. The final exam will be a take home exam. Students are expected to work independently. **Make up exams are not permitted.** Schedule your daily/work/travel life accordingly.

Evaluation Plan – 150 points total (23% of your grade) (Course Objectives: 1, 3, 5-14)

Students are expected to develop an evaluation plan for a program run by a community-agency (e.g., health department, non-profit, etc.). To do so, students will need to work with the program director to identify evaluation needs and feasible methods. Students are expected to identify their own community agency/program and work independently. Once needs and methods are identified, students are expected to develop an evaluation plan (maximum of 10 pages, double-spaced, 12 point font), which should include the following sections: overview of the issue addressed by the program, program description including logic model, evaluation purpose/objectives/design, evaluation methods including sample and recruitment, instrumentation, procedures, strengths and limitations, and strategies for ensuring evaluation use. The paper should conclude with a discussion of how the evaluation (if conducted) would contribute to the organization/program. Papers should provide sufficient detail to allow for someone else to conduct the evaluation. Choices/decisions made must be justified and explained. Facts not commonly known must be cited using APA formatting. Students are not expected to actually conduct the evaluation.

Living Well for Youth with Disabilities Service Learning Project – 250 points total (38% of your grade) (Course Objectives: 1-14)

Students will participate in the following service learning project. Overall, students will be trained to deliver the Living Well Curriculum, deliver the curriculum, and participate in an evaluation of the training delivery. More specific details will be provided in class.

Project Description: The overall purpose of the proposed project is to promote independent living and quality of life among families of young people with disabilities. The project involves service-learning activities to be delivered to parents of adolescents living with a disability in Bulloch County. The first activity includes training graduate students enrolled in CHBE 9230 (Community-based Public Health Program Planning and Evaluation), parents of adolescents living with a disability, and Bulloch County service providers to become certified facilitators of the *Living Well with a Disability* curriculum. Living Well with a Disability is an innovative, consumer-directed, goal-focused health promotion program that helps individuals develop foundations for lifestyle change (Ravesloot, Seekins,

& White, 2005; www.livingandworkingwell.org). The *Living Well with a Disability* curriculum was developed by researchers at The University of Montana Rural Institute on Disabilities and the University of Kansas Research and Training Center on Independent Living. The primary focus of the curriculum is to promote independent living among individuals living with a disability. The *Living Well* curriculum is formatted to include participation in a 10 week course divided into various topics including goal setting, problem solving, attribution training, depression, communication, information seeking, nutrition, physical activity, advocacy, and maintenance. The 10 week curriculum is delivered by certified facilitators who completed the *Living Well* facilitator training. The facilitator training, which is what students, parents, and service providers will receive, is approximately 15 hours long. The students, parents, and providers will complete the training through online modules provided by the Rural Health Institute on Disabilities. The online training takes approximately two weeks to complete.

The second service learning activity includes recruiting 10-15 adolescents and their families to participate in the 10 week *Living Well with a Disability* curriculum. Families will be recruited through Parent 2 Parent (P2P) of Georgia Southeast Region. Since their inception in 1983, P2P of Georgia has been in the forefront of supporting families and individuals impacted by disabilities or special health care needs. Today, more than 550 families are served by the P2P of Georgia Southeast Region. The last activity includes implementing the *Living Well* curriculum with recruited families. As mentioned above, the curriculum is formatted to last 10 weeks. The trained facilitators will be paired up into teams. The pairs will include a service provider and a student or a service provider and a parent. The project director aims to form five teams to serve 10-15 families (2-3 families per team). The team of co-facilitators will oversee all 10 sessions with each assigned family in their home. The co-facilitators will meet with each family, each week for a total of 10 weeks.

The project evaluation will comprise the following:

- a) Pre and post self-care knowledge test
- b) Surveys completed by family participants to assess satisfaction of the Living Well curriculum
- c) CHBE 9230 student reflections of the service learning activities (reflection paper followed by group discussion)

Over the course of the semester, students will be asked to reflect on their participation in the service learning project (see description below). Papers should be between 2 to 3 pages. Your paper should thoroughly answer each question and provide concrete examples. Spelling, grammar, and proper formatting will count toward your grade.

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 needs assessment affected youth and parent of children with disabilities? What changes do you think they'll make as a result?

CHBE 9230 - Overview of Content and Assignments to be Covered During the Semester			
<i>Week</i>	<i>Date</i>	<i>Content of Session</i>	<i>Special Instructions or Assignments</i>
1	January 12	<ul style="list-style-type: none"> • Introductions • Course overview • Discussion of service learning project 	Download syllabus from Folio and bring to class
2	January 19	Holiday No Class	<p>Dr. Martin Luther King, Jr. Day</p> <p>CELEBRATE AND REFLECT ON: Dr. King's life and how his message relates to the work of researchers and practitioners in public health.</p> <p><i>"Of all the forms of inequality, injustice in health care is the most shocking and inhumane."</i> – Martin Luther King, Jr.</p>
3	January 26	Evidence-based programming	<p><i>READ and be prepared to discuss:</i></p> <ul style="list-style-type: none"> • UD Evidence Based Programming Overview. • Evidence-based HPP for Schools and Communities • Go to the following web site and explore information about The Guide to Community Preventive Services http://www.thecommunityguide.org/

CHBE 9230 - Overview of Content and Assignments to be Covered During the Semester			
			<ul style="list-style-type: none"> Hills, M., & Mullett, J. (2000). Community-based research: Creating evidence-based practice for health and social change. Paper Presented at the Qualitative Evidence-Based Practice Conference, Coventry University. http://www.leeds.ac.uk/educol/documents/00001388.htm <p>Discussion Leader:</p>
4	February 2	Thinking ecologically in health promotion program development	<p><i>READ and be prepared to discuss:</i></p> <ul style="list-style-type: none"> Calley Text, Chapter 1 (pp. 8-28) McLeroy et al. 1988. Stokols Translating Social Ecological Theory <p>Discussion Leader:</p>
5	February 9	Working with Community Partners	<p><i>READ and be prepared to discuss:</i></p> <ul style="list-style-type: none"> Calley Chapter 7. Community Partnership Leadership Skills. Perspectives on Coauthorship. Chapter 2 Working with Community Partners at http://www.camh.ca/en/hospital/about_camh/health_promotion/culture_counts/Pages/culture_counts_roadmap_health_promotion.aspx

CHBE 9230 - Overview of Content and Assignments to be Covered During the Semester			
			Discussion Leader:
6	February 16	Community Health Assessment Part I	<p><i>Read and be prepared to discuss:</i></p> <ul style="list-style-type: none"> • Community Health Assessment • Calley textbook, Chapter 2. • Alfonso et al. • Eng et al Part 1. • Eng et al Part 2. <p>Discussion Leader:</p>
7	February 23	<p>Community health assessments: needs & assets – Part II</p> <p>View: Appalshop Video “<i>Stranger with a Camera</i>”</p> <p>Guest Lecture; Dr. Alfonso at a conference</p>	<p><i>READ and be prepared to discuss:</i></p> <ul style="list-style-type: none"> • Eng et al Part 1. • Eng et al Part 2. • Photovoice. • Mixed Methods Study. • Participatory Research Ethics. <p>Discussion Leader:</p>
8	March 2	Advocating for change	<p><i>READ and be prepared to discuss:</i></p> <ul style="list-style-type: none"> • Bringing about change • Public health advocacy framework

CHBE 9230 - Overview of Content and Assignments to be Covered During the Semester			
			Discussion Leader:
9	March 9	Using Theoretical Frameworks Guest Lecture: Dr. Joseph Telfair	<p><i>READ and be prepared to discuss:</i></p> <ul style="list-style-type: none"> • Logic Model How To Sections 1 - 6. • McKenzie et al. Chapters 2 and 7. <p>Discussion Leader:</p>
10	March 16	Spring Break – No Class	
11	March 23	Program Planning Goals and Objectives Mid-term Exam (First hour of class)	<p><i>Read and Review and Be Prepared to Discuss:</i></p> <p>Calley Chapters 5 - 7.</p> <p>University of Wisconsin logic model website http://www.uwex.edu/ces/pdande/evaluation/evallogicmode1.html</p> <p>W.K. Kellogg Foundation (2004). Logic model development guide. WKKF: Battle Creek, Michigan. http://www.wkkf.org/resource-directory/resource/2006/02/wk-kellogg-foundation-logic-model-development-guide</p> <p>Discussion Leader:</p>
Program Implementation			

CHBE 9230 - Overview of Content and Assignments to be Covered During the Semester			
12	March 30	Program Implementation	<p><i>READ and be prepared to discuss:</i></p> <ul style="list-style-type: none"> • Calley Chapter 11 • Adapting Evidence Based Behavioral Interventions • Program implementation matters • Process evaluation plan <p>Discussion Leader:</p>
EVALUATION			
13	April 6	Program Evaluation – Part I	<p><i>READ and be prepared to discuss:</i></p> <ul style="list-style-type: none"> • McKenzie et al. Chapters 13 -14. • Participatory Evaluation. • Mixed Methods. • Process Evaluations. <p>Discussion Leader:</p>
14	April 13	No Class	Attend Annual Georgia Public Health Association Conference, Atlanta, GA
15	April 20	Program Evaluation – Part II	<p><i>READ and be prepared to discuss:</i></p> <ul style="list-style-type: none"> • Community Centered Evaluation • Evaluation Reporting

CHBE 9230 - Overview of Content and Assignments to be Covered During the Semester			
			<ul style="list-style-type: none"> • Patton Chapter 13 • Qualitative Approaches <p>Discussion Leader:</p>
16	April 27	Working with Diverse Populations	<p><i>READ and be prepared to discuss:</i></p> <p>Baker, EA, Kelly, C, Barnidge, E, Strayhorn, J, Schootman, M, Struthers, J and Griffith, D. "The Garden of Eden: Acknowledging the Impact of Race and Class in Efforts to Decrease Obesity Rates" American Journal of Public Health, July 2006, Vol. 96, (7), pp. 1170-1174</p> <p>Betancourt, J.R., Green, A.R., Carrillo, A.R., & Ananeh-Firempong, O. (2003). Defining cultural competence: A practical framework for addressing racial/ethnic disparities in health and health care. Public Health Reports, 118, 293-302.</p> <p>Discussion Leader:</p> <p>Evaluation Plan due no later than 10 pm eastern via Folio</p> <p>Take home Final Exam Distributed.</p>
17	May 4	No Class – Final Due	<p>Take home final due May 4th via email by 5 pm eastern</p>

CHBE 9230 - Overview of Content and Assignments to be Covered During the Semester			
			via Folio. Service Learning Reflection Paper Due by 5 pm eastern May 4th

LATE POLICY:

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 (in advance if possible or within two days). Documentation of emergency is required (e.g., hospital admission paperwork). Class participation grades may NOT be made up if a class is missed. Common illnesses, busy work schedules, etc., will not be considered as reasonable requests for delayed assignments. **It is the student's responsibility to contact Dr. Alfonso in advance or within TWO days and notify her of extraordinary circumstances that require consideration.** *Nota Bene:* Extensions are not guaranteed and will be granted solely at the discretion of the instructor.

CHILDREN IN THE CLASSROOM:

The instructor understands that many students are parents and that, on occasion, child care issues emerge. If an occasion arises where child care is an issue and a student would like to attend class with their child, the student must ask the instructor for permission prior to bringing the child to class. This is because the instructor has to think of the needs of the entire class, which includes parents and their peers. Therefore, notice and a complete understanding of the requirements for having a child in the classroom are required. As 24 hour's notice is not always possible when dealing with child care, the instructor requires the request be placed in writing (via email) NO LESS than 5 hours prior to the start of class if the student wishes to attend class with their child. In addition, it is up to the instructor to consider and approve or deny the request based on their understanding of the situation **and** the needs of the class. If a child is brought to class without the consent of the instructor, the instructor has the right to request that the student leaves the classroom. Also, if consent to bring a child by the instructor is given, the instructor expects the child to not interfere with classroom management. Children who are disruptive, which is deemed so by the instructor, 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.

Academic Integrity:

The instructor believes that the conduct of a student registered or taking courses in the JPHCOPH should be consistent with that of a professional person. Courtesy, honesty, and respect should be shown by students toward faculty members, guest lecturers, administrative support staff, and fellow students. Similarly, students should expect faculty to treat them fairly, showing respect for their ideas and opinions and striving to help them achieve maximum benefits from their experience in the JPHCOPH. **Students should communicate professionally via email with the professor and other students. The professor reserves the right to forward unprofessional emails to the Associate Dean for follow up. In addition, the professor reserves the right to NOT respond to unprofessional emails.**

Please adhere to the strictest academic standards of conduct noted in the *GSU Student Conduct Code* and the *Undergraduate & Graduate Catalog*. Familiarize yourself with University's policies. Enrollment in this course is an implied contract between you and the instructor. Academic integrity relates to the appropriate use of intellectual property. The syllabus and all materials presented and/or distributed during this course are protected by copyright law. You are authorized to take notes, but that authorization extends only to making one set of notes for personal (and no other) use. Students are not authorized to sell, license, commercially publish, distribute, transmit, display, or record notes in or from class without written permission of the instructor.

Student academic misconduct refers to behavior that may include plagiarism, cheating, fabrication, falsification of records or official documents, intentional misuse of equipment or materials (including library materials), and aiding and abetting the perpetration of such acts. The preparation of reports, papers, and examinations, assigned on an individual basis, must represent each student's own effort. Reference sources should be indicated clearly. The use of assistance from other students or aids of any kind during a written examination, except when the use of aids such as electronic devices, books or notes has been approved by an instructor, is a violation of the standard of academic conduct.

According to the Academic Dishonesty Policy of GSU, 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://deanofstudents.georgiasouthern.edu/conduct/wp-content/uploads/sites/3/Student-Code-of-Conduct-for-2014-2015.pdf>) 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://deanofstudents.georgiasouthern.edu/conduct/resources/faculty/academic-dishonesty/>
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 Department 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."

Academic Handbook:

Please abide by the Academic Handbook <http://deanofstudents.georgiasouthern.edu/conduct/> Failure to comply with any part of the Handbook may be a violation and result in an "F" in the course and/or referral for disciplinary action.

University Calendar: The University Calendar can be found at:

<https://docs.google.com/a/georgiasouthern.edu/file/d/0BxNAGJ9mw9c3c3YxX2NNTV85M2M/edit>.

Attendance Policy: Attendance the first day of class is **mandatory** per University policy. Federal regulations require attendance be verified prior to distribution of financial aid allotments.

One Final Note: The contents of this syllabus are as complete and accurate as possible. The instructor reserves the right to make changes to the syllabus and course materials. The instructor will make every effort to inform students of changes as they occur. It is the student's responsibility to know what changes have been made in order to successfully complete the requirements of the course.