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Fall 8-1-2018

## PUBH 4133: Health Promotion Program Planning II

Jamie S. Cromley

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

PUBH 4133: Health Promotion Program Planning II  
Fall 2018

<b><u>Instructor:</u></b>	<b>Jamie Cromley, MPH</b>
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<b><u>Office Hours:</u></b>	Tuesdays 10:15am-12:15pm and 2pm-3pm Thursdays 10:15am-12:15pm or by appointment
<b><u>Class Meets:</u></b>	Tuesdays and Thursdays 12:30-1:45pm

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 4132

**FOLIO Access:** <https://my.georgiasouthern.edu/portal/portal.php>

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

**Catalog Description**

Introduces students to additional theory and application of community-based program planning and evaluation. The second of a two-course sequence, the focus will be on program implementation, evaluation, and reporting of the health promotion plan developed during the prior semester. Students will gain first-hand experience in conducting an evaluation of community health education program.

**Required Textbook:**

McKenzie, J. F., Neiger, B. L., & Thackeray, R. (2017). *Planning implementing & evaluating health promotion programs: A Primer (7<sup>th</sup> Ed)*. San Francisco, CA: Pearson Benjamin Cummings.

**Required Resource:**

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

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

At the end of this course, each student will be able to complete the following:

1. Design developmentally appropriate interventions by identifying individual learning styles.
2. Apply principles of community organization in planning a health education curriculum/program.
3. Develop a scope and sequence of subject areas and strategies to address a selected health issue/topic.
4. Design developmentally appropriate interventions by developing a framework of broadly state operational objectives relevant to a proposed health education curriculum/program.
5. Formulate appropriate instructional strategies to attain proposed learning objectives.
6. Incorporate demographically and culturally sensitive techniques when promoting programs.
7. Manage human resource.
8. Respond to request for health information.
9. Demonstrate both proficiency in communicating health information and health education needs by appropriately using oral, electronic, and written techniques for communicating health education information.
10. Assess factors that influence implementation.
11. Review research and evaluation procedures; carry out evaluation and research plans. Interpret results from evaluation and research; infer implication from findings for future health-related activities.

\*All course objectives are based on the responsibilities, competencies, and sub-competencies identified in the *A Competency-Based Framework for Health Educators* (NCHEC, SOPHE, & AAHE, 2010).

[http://www.nche.org/assets/2251/hespa\\_competencies.pdf](http://www.nche.org/assets/2251/hespa_competencies.pdf)

## **Assessment of Student Learning (See Syllabus for all Due Dates)**

### **A. Assignments [175 points]**

There will be a series of 10 assignments ranging in points from 5-35. Please refer to the syllabus for the dates they are due. Assignments will be a mixture of individual and group assignments. If you are working with a group, you accept the same grade for the assignments, each individual is attesting that they made significant contributions to the work and the final copy sent to the instructor has been approved by each partner.

### **B. CATME team assessments and feedback [20 Pts]**

Throughout the semester, you should have an idea of how you and your team members are progressing on your project. You are encouraged to keep an open dialog with your team members about issues as they arise. In addition, you will log on to the CATME assessment (you will be sent an email with a link) to fill out an evaluation of yourself and your team members. These should be filled out and should address only the previous weeks' performance (both positive and negative). You will be assessed points based on your performance according to yourself and your group members as well as on the quality of the

feedback you provide on others. Rating your group members without substantiating your scores will lead to a lower grade. Please note that your assessment will be confidential, but the average of all the ratings for each assessment will be provided to each team member. There is a place on CATME to write messages directly to me that will not be seen by anyone else. In the event that an issue occurs that needs immediate assistance from me, please email or call, as I only check CATME after each submission date listed in the course schedule. **You will receive full credit for completing the CATME assignment; however, the average peer evaluation will be incorporated into your final peer evaluation grade.** This is to encourage you to be truthful with each of your teammates (4 CATMEs @ 5 pts each).

**C. Quizzes [30 points]**

Quizzes will be posted on your Folio page for this course. There will be a total of 6 quizzes, one for each chapter of the required text. The quizzes are worth 5 points and you will have 2 opportunities to take the quiz, your highest grade will count. See syllabus for quiz due dates. **(6 Quizzes @ 5 points each).**

**D. Team Program Binder [100 points]**

Each group will be required to provide a binder of their entire project in a professional, organized, and creative way. This binder will be turned in at the completion of the class. All components will be typed, double-spaced and spiral bound. See “Project Binder Headings” for a list of what should be included. Note—this is a group grade. I would encourage you to begin putting this together at the beginning of the semester and for each member to have their own copy of the Binder

*Why? This is a compilation of your project pieces throughout the semester. It provides evidence (to me, yourself, family, graduate schools and future employers) that you have completed a project that fulfills most of the KSAs (knowledge, skills and abilities) expected of an entry-level Health Education Specialist. It is your culminating Senior Project that uses all you've learned in HEP classes—be proud!*

**E. Final Peer Evaluation [25 points]**

The Final Peer Evaluation points will be assigned by the instructor using CATME averages, self-evaluation, and peer evaluation. The instructor will consider all these elements to assign the individual grades.

**F. External Evaluation [25 points]**

Your community partner will evaluate you individually based on your performance throughout the semester. An evaluation is posted on Folio. Check Folio for dates to send the evaluation letter and for the date to receive it back from your community partner. Again, this is an individual assignment so make sure that the community partner sees your individual professionalism and commitment to the success of the program.

**G. Final Presentation [25 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 is posted on Folio. ---The last group presentations deserve the same attention and courtesy and the first group. You will be evaluated by the instructor and a panel of guests.

**H. Final Exam [50 points]**

There will be a final (50 points) for this class. The final will be on the assigned time and date for this course. Exam material will cover: Chapters 3, 6, 8, 10-15, articles, handouts from course lectures, discussions, and activities. The format may include multiple choice, fill-in-the-blank, matching, and /or short answer items. A large portion of the CHES exam is from this information.

**I. Attendance [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. WebEx meetings will occasionally be required during the semester. Attendance and participation in these meetings will be taken into account when calculating your attendance grade. **There will be a 5 point deduction on each absence from you total grade.**

*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.*

**Tentative Course Schedule:**

<b>Week</b>	<b>Topic</b>	<b>Readings</b>	<b>Assessments/Assignments</b>
<b>1</b> <b>August 14/16</b>	<b>14<sup>th</sup></b> Welcome Back and Syllabus Review Program/Binder Audit “Connecting the Dots” Worksheet  <b>16<sup>th</sup></b> Identification and Allocation of Resources	Ch 10	A1. Budget (5 pts) <b>Due Aug 19<sup>h</sup></b>  Quiz 1 (Ch 10) <b>Due Aug 19<sup>th</sup></b>
<b>2</b> <b>August 21/23</b>	<b>21<sup>st</sup></b> Marketing: Recruiting for your Program  <b>23<sup>rd</sup></b> Shelby Freeman- Guest Speaker Nursing/Chemistry 1207	Ch 11	A2. Updated: Implementation and Lesson Plan (15 pts) <b>Due Aug. 23<sup>rd</sup></b> ( <i>beginning of class</i> )  A3. Updated Framework (10 points) <b>Due Aug 26<sup>th</sup></b>  Quiz 2 (Ch 11) <b>Due Aug 26<sup>th</sup></b>
<b>3</b> <b>August 28/30</b>	<b>28<sup>th</sup></b> Instrument /Methods  <b>30<sup>th</sup></b> Instrument/Methods Implementation	Ch 5	A4. Updated Introduction and Lit Review (15 points) <b>Due Aug 28<sup>th</sup></b> ( <i>beginning of class</i> )  Date of Program Implementation <b>Due Aug 30<sup>th</sup></b>  A5. Instrument/Methods (20 pts) <b>Due Sept. 2<sup>nd</sup></b>
<b>4</b> <b>Sept 4/6</b>	<b>4<sup>th</sup></b> Demonstration of Lessons <b>6<sup>th</sup></b> Demonstration of Lessons cont. Informed Consent/CITI, etc	Ch 12	Informed Consent/CITI <b>Due Sept 6<sup>th</sup></b>  Quiz 3 (Ch 12) <b>Due Sept 9<sup>th</sup></b> CATME 1 <b>Due Sept 9<sup>th</sup></b>

<p><b>5</b> <b>Sept 11/13</b></p>	<p><b>11<sup>th</sup></b> Demonstration of Lessons cont.</p> <p><b>13<sup>th</sup></b> Evaluation Overview and Approaches</p>	<p>Ch 13-14</p>	<p>Executive Summary 1 (35 pts) <b>Due Sept 13<sup>th</sup></b></p> <p>Quiz 4 (Ch 13) <b>Due Sept 16<sup>th</sup></b></p> <p>Quiz 5 (Ch 14) <b>Due Sept 16<sup>th</sup></b></p>
<p><b>6</b> <b>Sept 18/20</b></p>	<p><b>18<sup>th</sup></b> Q&amp;A with PP1- combined class</p> <p><b>20<sup>th</sup></b> Data Analysis and Reporting</p>	<p>Ch 15</p>	<p>Quiz 6 (Ch 15) <b>Due Sept 23<sup>rd</sup></b> CATME 2 <b>Due Sept 23<sup>rd</sup></b></p>
<p><b>7</b> <b>Sept 25/27</b></p>	<p>Programs in the Field</p>		
<p><b>8</b> <b>Oct 2/4</b></p>	<p>Programs In the Field</p>		
<p><b>9</b> <b>Oct 9/11</b></p>	<p>Programs In the Field</p>		<p>External Evaluation emailed to community partner this week/completed by community partner for each team member separately <b>Due Nov 15<sup>th</sup></b></p>
<p><b>10</b> <b>Oct 16/18</b></p>	<p><b>16<sup>th</sup></b> Data Analysis and Reporting</p> <p><b>18<sup>th</sup></b> Data Analysis and Reporting</p> <p>*Outside of class time: Meet with Dr. Bland (sign-ups)</p>	<p>Ch 15</p>	
<p><b>11</b> <b>Oct 23/25</b></p>	<p><b>23<sup>rd</sup></b> Team Meetings with Mrs. Cromley</p> <p><b>25<sup>th</sup></b> Team Meetings with Mrs. Cromley</p>		<p>A6. Results (10 points) <b>Due Oct. 25<sup>th</sup></b></p>

<p><b>12</b> <b>Oct 30/Nov 1</b></p>	<p><b>30<sup>th</sup></b> PP2 Presentations</p> <p><b>29<sup>th</sup></b> PP2 Presentations</p> <p>Nursing/Chemistry 1207</p>		<p>Electronic copy of Presentation <b>Due Oct 30<sup>th</sup></b></p> <p>Meet with PP-Pair outside of class to help prepare PP1 group for presentation (WebEx or in person)</p> <p><b>CATME 3 Due Nov 4<sup>th</sup></b></p>
<p><b>13</b> <b>Nov 6/8</b></p>	<p><b>6<sup>th</sup></b> PP2 Presentations</p> <p><b>8<sup>th</sup></b> PP1 Presentations</p> <p>Nursing/Chemistry 1207</p>		<p><b>A7. Discussion (20 pt)</b> <b>Due Nov. 6<sup>th</sup></b></p> <p><b>Executive Summary 2 (35 points)</b> <b>Due Nov. 8<sup>th</sup></b></p>
<p><b>14</b> <b>Nov 13/15</b></p>	<p>Binder Prep</p>		<p>External Evaluation due from Community Partner by Nov 15th</p> <p><b>A8. Abstract (10 points)</b> <b>Due Nov. 15<sup>th</sup></b></p>
<p><b>Nov 20/22</b></p>	<p>Thanksgiving Break</p>		
<p><b>16</b> <b>Nov 27/29</b></p>	<p>Review for Final</p> <p><b>27<sup>th</sup></b> PPI Presentations</p> <p><b>29<sup>th</sup></b> PPI Presentations</p> <p>Nursing/Chemistry 1207</p>		<p>Group Binder <b>Due Nov 27<sup>th</sup></b> in class (100 points)</p> <p><b>CATME 4 Due Nov 29<sup>th</sup></b></p>
<p><b>17</b> <b>Dec 4<sup>th</sup></b></p>	<p>Final: In Class- 12:30 – 2:30pm</p> <p>Bring Scantron</p>		

### **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.. 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 This course is heavily dependent on group work. It is expected that each group member contribute 100% and come prepared to class each day.*

### **Grading**

#### **Course Evaluation:**

<b>Assignment</b>	<b>Points</b>
Assignments (10 total)	175
CATME Completion (4 at 5 pts each)	20
Quizzes (6 at 5 pts each)	30
Team Program Binder	100
Final Peer Evaluation	25
External Evaluation	25
Final Presentation	25
Final Exam	50
<b>Total</b>	<b>450</b>
<i>Attendance</i>	<i>-?</i>

**Points are subject to change; however the grading scale will remain the consistent as listed below.**

#### **Course Grading Scale:**

<b>Percentage</b>	<b>Grade</b>
90-100%	A
80-89%	B
70-79%	C
60-69%	D
0-59%	F

### **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. Most assignments will be submitted through Folio (a day and time will be posted), but some will be turned in during class time. For assignments turned in during class, please place on the front desk as you walk in. These assignments are due within the first five minutes of class, after that they are considered late and will not be accepted.
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. You are responsible for downloading notes BEFORE you come into class. Please regularly check Folio for any messages that I might have for you. Late assignments will not be accepted.
6. There will be no make-up exams given. Exams are the property of the professor, any exams removed from the classroom by students will result in the score of a "0" for that exam, and an "F" for the entire course. You must notify the professor IN ADVANCE if you have a university excused absence or a make-up test will not be offered.

No make-up tests are given except for **an university excused absence with full documentation**. If you miss a test, you have one week to make the exam up. If it is not made up **within one week**, you will receive 0 points for the exam. **You have 24 hours** after a test is taken by the class to contact me via email to schedule your make-up exam.

7. Students are to be in class on time. After 5 minutes the door will be closed, if you are late please do not enter. You are responsible for all notes, classroom discussion, oral announcements, etc. of what was covered on the day of your absence. IF you miss exams, quizzes or other assignments because of a missed class, then you will receive a "0".
8. The final exam is mandatory (cumulative) and will be given during finals week. Early final exams will not be given. If this scheduled time is a problem, please consider dropping this course.
9. Last day to withdraw from class without academic penalty is **October 8<sup>th</sup>, 2018** Students who stop attending class without officially withdrawing from the class will receive a final grade of "F".

10. When you need to contact me, please do so through the **jcromley@georgiasouthern.edu** email account for I check this one more frequently than the Folio mail messages. I will do my best to respond within 48 hours (with the exception of weekends and holidays).
11. Please do not email the last week of classes asking to round up your grade. You have the entire semester to earn your grade and extra credit opportunities will not be given the last week of class or finals week.
12. Please consult the STUDENT CONDUCT CODE 2018-2019 for course policy concerning issues related to academic dishonesty. Anyone caught violating any of these regulations will immediately be reported to GSU's Judicial Board, and assigned an "F" for the course.

### **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 to one week (excluding weekends)
- Assignment grades: within 72 hours to one week of submission date (excluding weekends)

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

All assignments will be graded promptly so that students may accurately calculate their grades at any point in time during the semester. There are times when extraordinary circumstances occur (e.g., serious illness, death in the family, etc.). In such circumstances, and/or if you need additional time to satisfactorily complete any course requirement, please consult with the instructor within a reasonable amount of time. Extensions are not guaranteed and will be granted solely at the discretion of the instructor.

### **Course Expectations**

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

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

## **Class Attendance and Participation Policy**

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

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

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

### **Professional Dispositions:**

BSPH are expected to graduate the program with competent professional skills. Professional skills and dispositions are also expected while completing the internship experience. As a student in this course, you are expected to exhibit professionalism at all times. The following is a list of skills BSPH majors are expected to demonstrate:

- Written communication skills: Student uses appropriate professional title, grammar, structure, punctuation, spelling, tone, etc.
  - Email and other media communication: Student uses appropriate professional title, grammar, structure, punctuation, tone, etc. To write a professional email, please include the following:
    - a salutation,
    - identify who you are,
    - what the contact is in reference to (i.e. PUBH4132), and
    - what you would like me to do.
- At the bottom of the email, please type out your name.
- Oral and non-verbal communication skills:
  - In interpersonal communication, student uses or maintains appropriate tone, language, attitude, interpersonal space, etc.
  - In public speaking, student uses or displays appropriate volume, speed, enunciation, eye contact, structure, etc.
- Organization: Student keeps track of assignments and materials, is prepared for presentations, etc.
- Initiative: Student can begin tasks and work independently, initiate tasks/projects, etc.

- Reliability: Student is punctual, completes assignments, meets deadlines, and is prepared for class etc.
- Collegiality: Student exhibits appropriate exhibits appropriate, positive, helpful interactions with others
- Collaboration: Student collaborates with others on tasks or projects accepts others' suggestions and criticisms, participates in and provides constructive inputs to discussion and debate, etc.
- Judgment: Student considers options and their implications when making decisions, does not act impulsively, etc.
- Respectful: Student respects confidentiality, treats others with respect, etc.
- Self-Presentation: Student is well groomed, dressed appropriately, well rested, etc.
- Interpersonal interactions: Students will practice civility when interacting with faculty and fellow students; in cases of disagreement or conflict, students will make every effort to resolve such matters in a respectful manner with a goal towards mutual resolution.

**\*\*If a student fails to comply with the list of professional skills, the faculty will provide the student a warning for the first offense. If failure to improve behavior or to make progress in the relevant skills, the faculty member will immediately report the student to the University Student Conduct Board for violating the Student Code of Conduct.**

### **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.

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Student Name (print)

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Student Signature

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Date