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Fall 2019

### CHBE 9335 A – Global Health and Preparedness

Andrew Hansen

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

CHBE 9335 A – Global Health and Preparedness  
Fall 2019

<b><u>Instructor:</u></b>	<b>Andrew Hansen, Dr.PH, M.S., B.S.Ed.</b>
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<b><u>Office Hours:</u></b>	Mon, Tues., Wed., 1:30 - 3:00 pm or by appointment
<b><u>Class Meets:</u></b>	Tues and Thursday 3:30 – 4:45 Location: Old location was IT 3216. <b>New location is Hollis Building 1123</b>

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

**Prerequisites:**

*None.*

**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 will focus on global public health and preparedness for domestic and global emergencies. Students will explore patterns of health and disease around the world, and compare them to public health issues in the United States. An ecological framework will be employed to illustrate the complex political, social, economic, and environmental determinants of global health inequity. Concepts from the social sciences, epidemiology, health systems, and policymaking will be incorporated. The course will emphasize issues related to humanitarian emergencies and natural disasters both globally and domestically, and the need to build public health infrastructure and preparedness to mitigate them.*

**Required Textbook:**

*None*

**Required Resource:**

*See Folio*

**Suggested (Not Required) Textbook:**

Merson, Michael H., Black, Robert E., & Mills Anne J., *Global Health: Diseases, Programs, Systems and Policies* (3<sup>rd</sup> ed) 2012. Burlington, Mass: Jones and Bartlett. ISBN 978-0-7637-8559-8

*Additional readings will be available on Folio or obtained by students.*

### **DrPH Core Student Learning Outcomes**

1. Apply evidence-based practice and research methods to advance the field of public health.
2. Develop culturally-sensitive public health policies or programs using interdisciplinary approaches grounded in legal and ethical principles.
3. Integrate knowledge, legal and regulatory approaches, ethical frameworks and varied stakeholder interests in addressing public health problems.
4. Communicate public health information to diverse stakeholders, including individuals at all levels of health literacy, for purposes of influencing behavior and policies.
5. Propose strategies for health improvement and elimination of health inequities including stakeholders, researchers, practitioners, community leaders and other partners.

### **CEPH Concentration Competencies**

1. Analyze a social-behavioral theory or model for public health research and practice.
2. Develop a collaborative partnership with a community stakeholder, policy makers, or other relevant group.
3. Assess and argue cultural, environmental, and social justice influences on the health of communities.
4. Adapt evidence-based public health programs and research to address geographic disparities.
5. Facilitate debate and discussion, with diverse groups in and outside of the traditional classroom setting that ensure inclusion of ideas and resolution of challenges.

### **CEPH DrPH Competencies**

#### ***Data & Analysis***

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

#### ***Leadership, Management & Governance***

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

#### ***Policy & Programs***

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

### ***Education & Workforce Development***

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

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

At the completion of this course the student will be able to:

1. Analyze social and behavioral determinants of health equity at all ecological levels in global rural and urban settings.
2. Analyze the concept of Public Health Preparedness, especially as it relates to the intersection of global and domestic health issues, as in bioterrorism.
3. Compare U.S. Public Health and Global Public Health priorities and concerns.
4. Demonstrate planning, implementation, and evaluation of evidence-based community public health interventions.
5. Analyze the impact of power and privilege on health inequity at the global level.
6. Analyze current and future community-level needs for keeping the public healthy across the globe.
7. Analyze the collaborative and trans-disciplinary relationships to respond to public health problems globally.
8. Utilize current evidence-based global models of program development and evaluation plans that include logic models, missions, goals, and objectives. Promote the public health and health education professions individually and collectively.
9. Describe evidence-based social and behavioral interventions to address global community health issues.
10. Assess evidence-based social and behavioral interventions to address global community health issues.

*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.*

### **Assessment of Student Learning**

**Description of assignments:** *(Course learning objectives addressed in parenthesis)*

#### ***Assignment 1: Presentations and discussions as a WHO Regional Representative***

Each student will be linked with a group of countries designated a World Health Organization Region, and take responsibility for introducing the class to that Region of the world. Students also will share the global health priorities and concerns of this Region with the class, and compare and contrast the situation in their Region to that of other Regions and of the United States. Emphasis will be placed on Regional social and behavioral determinants of health, and health equity within and amongst Regions. Preparedness for public health emergencies will be assessed.

#### ***Assignment 2: Social Ecological Matrix***

Each student will assess a global health issue utilizing a social-ecological perspective. Students will describe and organize the issue using the ecological framework. Identify specific determinants, mediators, moderators of an issue at each level of the SEM. Identify the public health implications (consequences) of the issue and implications of each determinant at all levels of the SEM. Identify and cite specific theories that may be used to further explain the issue specifically at each level of the SEM. Identify and cite specific evidence-based interventions to address the issue at multiple levels or one single level of the SEM. Foster skills in developing sound justification for arguing the existence of a health disparity and provide rationale as to where interventions need to target. Hence, justifying funding becomes much easier.

### ***Assignment 3: Health Indicator Assignment***

This assignment will involve synopsis and evaluation of health indicators for a developing country, with comparison to developed countries and the United States. This is a vivid way of demonstrating the presence of health inequities across the globe, and the association of social and economic factors with health outcomes. This assignment will utilize data from the World Health Organization's document World Health Statistics 2018: Monitoring health for the SDGs. The entire document is available in PDF format on the WHO website. This data also is integrated into other documents, links, and database searches on the WHO website

[http://www.who.int/gho/publications/world\\_health\\_statistics/2018/en/](http://www.who.int/gho/publications/world_health_statistics/2018/en/)

Students will write an introduction that includes a couple of paragraphs giving us a picture about the unique country you're profiling. Organize the health data in a results sections. Interpret the results in a discussion section that will included stage of the demographic and epidemiologic transition each country is in, issues of special concern, health disparities highlighted, what issues won't be visible from looking at national-level data only, "priority areas" needing action in the country of focus? Include some evidence based ideas for addressing these health priorities. The discussion will also address relevant Sustainable Development Goals

### ***Assignment 4: Final / Seminar Presentation***

Students will prepare a seminar presentation and paper that involves integration of course content and information researched for the seminar presentation and other assignment. The focus will be on a specific global health or preparedness issue of their choice. It must approach the topic from an ecological perspective, describing the problem from multiple levels and presenting multi-level evidence based interventions to address it. Guidelines for preparing these presentations will be provided in class.

### ***Assignment Chapter and Article Analysis and discussion facilitation***

The purpose of this assignment is to critique the merits of articles, analyze a global health issue from an ecological (multiple levels of influence) perspective and relate the issue to the WHO Millennium Development Goals. Students will lead class discussion of articles related to global health and preparedness, with emphasis on evaluation of global health interventions at all ecological levels Students will describe and organize the issue in writing using the ecological framework. Identify specific causes, mediators, moderators of an issue at each level of the SEM. Identify the public health implications of the issue at each level of the SEM. Identify specific theories to further explain the issue at each level of the SEM. Identity and cite specific evidence-based interventions to address the issue at multiple or one single level of the SEM. Integrate multiple forms of evidences to support opinions and findings and instill the habit of backing up opinions with evidence. Develop questions that guide students and help spur conversation about an issue and help highlight key points and possibly reveal new insight into the issue. Facilitate a discussion that fosters critical thinking and directs others to information without doing so with a direct instruction method. Purposefully and respectfully involves others in the discussion who are less likely to express thoughts and opinions. Creates an environment in which all individuals have a desire to share and feel safe in sharing.

### **Instructional Methods**

Once completing your DrPH you will be seen as a leader and expert in your field of study and turned to by others for guidance. In an effort to best prepare you to bear this responsibility; this course will be managed like a flip classroom. Class time will be utilized for activities, discussion, debate, and for you to practice the skills necessary to be a leader in community health. You will have the opportunity to become an expert by learning content knowledge provided, integrating new content, and teaching your peers. I will provide additional information and guidance to ensure all necessary content knowledge is covered and skills are being refined. I will provide feedback on your written work and your skills at conveying information and facilitating discussion. These are essential skills needed by community health leaders. The skills you utilize leading classes will also help you achieve the Social and Behavioral Sciences Concentration Competencies.

## 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.

## Grading

Assignment:	Point Value	Grading scale
Presentations and discussions as WHO Regional Representative	60	
Assessing Health issues with ecological perspective	40	450 to 500 points = A
C&A analysis and discussion facilitation	80	400 to 459 points = B
Health indicator assignment	130	350 to 399 points = C
Seminar presentation	170	300 to 349 points = D
Participation and engagement (responses to peers)	20	Below 300 points = F
Total	500	

## Course Expectations

This course will involve the completion of a number of written assignments. Writing as a means of effective communication, argumentation, and presentation of ideas is extremely important as a public health professional, or a professional of any sort. It is expected that students will turn in assignments that express their ideas thoughtfully, with attention to organization, spelling, grammar, and supporting evidence. Content, readability, and presentation matter for publication and report writing. Work that fulfills beyond minimum requirements and displays evidence of enhanced investigative writing; proper APA formatting and style will result in a higher grade even if required content is missed. Conversely, should work display the characteristics of a rush job, the opposing grade will be earned.

Proper citation and quotation of references in writing is absolutely critical, and failure to do so can have serious repercussions both in the academic and professional realms. Failure to give credit as required by APA standards will result in a failing grade on assignments. If you have questions about citation, please seek help from Dr. Hansen or another source (i.e. Chapter 6 page 170 of APA sixth edition). If you would like assistance in developing your writing skills, the University Writing Center (871-1413) is an excellent resource.

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

1. **Attendance and Participation:** Federal regulations require attendance be verified prior to distribution of financial aid allotments and University policy requires all students to attend the first class meeting of all classes for which they are registered. Excused absences follow the criteria of the Graduate Catalogue (e.g., illness, serious family emergency, military obligations, religious holidays), and should be communicated to the instructor a minimum of one week in advance, particularly planned events (e.g. conferences, work, or university functions). In the case of unanticipated emergencies warranting a medical (family) excuse and resulting in missing a homework or project deadline, documentation will be necessary retrospectively in a reasonable time frame. Students who miss or are late for class discussions will lose five points off their participation grade for every absence. Out of courtesy to peers, students must attend student presentations. Absences or tardies during peer facilitated discussions and presentations are disruptive and disrespectful to your peers. An immediate five point deduction unless prior notification and documentation is provided. Regardless of attendance, students are responsible for all material presented in class and meeting the

scheduled due dates for class assignments.

2. **Assignments:** Each student is responsible for obtaining all material and assignments on the syllabus, in Folio, or distributed in class.

**SUBMITTING:** Assignments for this class are to be submitted on Folio in the manner indicated in assignment descriptions. Assignments meant to be submitted via Folio will only be accepted for grading on Folio. Anything submitted via email is immediately deleted and a zero is recorded.

**LATE OR POSTING PROBLEMS:** Folio will accept late assignments. To be graded on time, submit on time and as requested. If you have issues posting, keep trying or use another computer (on campus). Post early in case of issues so you have time to compensate for problems. Points will be deducted for each day an assignment is late or a zero will be assigned.

**FORMATTING:** All assignments must include the requirements requested to receive full credit. Each assignment has specific requirements. Students are responsible for presenting all assignments in a professional manner. This includes proper APA formatting good use of headings, titles, Times New Roman, either 10 or 11 pt. font, and margins of .5 to 1.0. Points will be deducted for each format deficiency along with obvious grammatical, spelling, and writing errors.

**MISSED IN-CLASS ACTIVITY ASSIGNMENT:** Any time a student misses an in-class activity (including but not limited to, discussions, case studies, presentation-peer or self), no work will be accepted and a zero (0) will be assigned for the activity/assignment and five points deducted from participation.

3. **Make-up assignments:** Allowing for make-ups and giving exceptions to one student is unfair to other students. If an extraordinary circumstance exists, both prior notification (1 week minimum) followed by appropriate documentation provided within one week is expected. In the case of unanticipated emergencies warranting a medical (family) excuse and resulting in missing a homework or project deadline, documentation will be necessary retrospectively. These criteria are particularly important for activities done in class.
4. **Grievances and Appeals:** I request you submit disputes in written form. For issues related to grades, cite page numbers from your notes and other sources validating your argument. All submissions will be extensively reviewed and decided by the next class. If you need immediate clarification, simply ask. As an aspiring public health leader, professional decorum is expected. Spontaneously disputing or criticizing questions/answers, assignments, etc. in class is inappropriate. We will conduct discussions in a safe environment and advocate for issues with consideration of others and avoid unintentional alienation of others. After submitting a written grievance a mandatory meeting will be held, at a mutually agreed upon time, to ensure an understanding of each person's thoughts is reached. Failure to meet with the instructor when invited will be interpreted as non-responsive and the grade will remain as is and no further discussion permitted. Should a complaint arises over a grade in which an accommodation has been granted for reasons other than those sanctioned by the university and listed in this syllabus, the syllabus will be immediately upheld and the accommodation revoked.
5. **Distractions:** Please turn your cell phone to silent, or to "vibrate" in case of emergency or if you have an urgent personal or professional reason for expecting a call. Texting can also wait until after class. "Side" conversations among students are not acceptable unless your conversation is a course-related one. This is to protect your peers. If disruptions affect others in the class, disrupters will be asked to leave and deducted participation points.
6. **Privacy:** If you take pictures of other students in class, peers, community members, etc. get permission, to use, share, keep, or post on venues like Facebook.
7. **Decorum:** As a matter of courtesy this instructor will not reserve the right to make arbitrary changes to the syllabus. Any changes will be done in class with class consensus. Assignments or quizzes will not be added and dates not moved up only pushed back (unless consensus requests otherwise). Changes to the evaluation criteria /course outline will not occur unless they are mutually beneficial. As a return in courtesy students should not demand extensions, bonuses, or other arbitrary changes as these create disparities and inequities between students.

In class everyone should display professional decorum and consideration for others in the class. If at any time the instructor determines students are uncomfortable with the comments or action of another student or the instructor,

appropriate action will be taken in the best interest of the group. Email is not the appropriate forum to resolve disputes.

### **General Expectations of JPHCOPH and Georgia Southern University**

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 (2 business days)
- Discussion posts: within 72 hours (3 business days)
- Assignment grades: 3-10 business days from submission date depending on type of assignment.

If you send an email after 5:00 PM on Friday, please do not expect a response until the following Monday at the earliest.

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. Assignments submitted late will not receive the 3-10 turn-around courtesy if accepted for grading at all.

### ***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 to others. It is the preference of JPHCOPH that you put cell phones away during class meetings so they are not a source of temptation. Offenders will be asked to leave.



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

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

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

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

### **Academic 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.

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.

### **Intellectual Property:**

In accordance with the Georgia Board of Regents, Georgia Southern University has adopted a specific set of policies regarding intellectual property created by students and faculty during their time at Georgia Southern University. This document can be found at: <http://welcome.georgiasouthern.edu/president/intpropol.htm>

### **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 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://students.georgiasouthern.edu/judicial/faculty.htm>) will be enforced:

***PROCEDURES FOR ADJUDICATING ACADEMIC DISHONESTY CASES***

*The following protocol has been established to provide students with due process.*

**A. 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: <https://students.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.

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

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 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.

**C. Second Violation of Academic Dishonesty**

1. 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.
2. 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."

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

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