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Fall 2019

### PUBH 6533– Epidemiology

Jessica S. Schwind

Georgia Southern University, Jiann-Ping Hsu College of Public Health, [jschwind@georgiasouthern.edu](mailto:jschwind@georgiasouthern.edu)

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Jiann-Ping Hsu College of Public Health  
PUBH 6533– Epidemiology  
Fall 2019

<b><u>Instructor:</u></b>	Jessica Smith Schwind, PhD MPH CPH
<b><u>Office:</u></b>	Hendricks Hall, Room 2038
<b><u>Phone:</u></b>	(912) 478-7914
<b><u>E-Mail Address:</u></b>	jschwind@georgiasouthern.edu
<b><u>Office Hours:</u></b>	Wednesdays 9am-12pm or by appointment
<b><u>Class Meets:</u></b>	Online

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

#### Office Hours:

Please email in advance, so I can be sure a time is available and does not conflict with another student. I am also happy to schedule another meeting outside of the normal work day hours to accommodate your schedule when possible. Additionally, we can meet in-person, over the phone or online.

#### Prerequisites:

N/A

#### FOLIO Address:

[Course Website \(http://my.georgiasouthern.edu/\)](http://my.georgiasouthern.edu/)

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

#### Catalog Description:

This course provides an introduction to many important topics in epidemiology for public health practice, including but not limited to the evolution of the discipline, causal concepts in the natural

history of disease, critical features of infectious and chronic diseases, elements of public health screening, basic measures used in epidemiology, design of epidemiologic investigations, consideration of random error and systematic bias, calculation and interpretation of confidence intervals and p values, discussion of confounding and interaction, criteria for evaluation of cause and effect relationships and the implications for ethical public health practice. Students are expected to gain a foundation in epidemiologic methods for exploration of the causes and conditions that influence the origin, propagation, mitigation, and prevention of diseases that impact population health.

### Required Textbook:

Friis RH and Sellers TA. Epidemiology for Public Health Practice (5th Ed.) Boston, MA: Jones and Bartlett Publishers. (ISBN: 978-1284103717).

### Required Resources:

- Calculator
- Webcam
- Headset with a microphone
- Access to a reliable computer
- Access to reliable Internet access
- Enrollment in Proctor U. and associated testing fees

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### Competencies and Learning Outcomes Addressed:

#### MPH Core Student Learning Outcomes (CORE)

1. Select quantitative and quantitative data collection methods appropriate for a given public health context.
2. Analyze and Interpret data for public health research, policy, or practice.
3. Assess population needs, assets, and capacities that affect communities' health.
4. Design a population-based policy, program, project or intervention.
5. Communicate audience-appropriate public health content, both in writing and through oral presentation.

#### CEPH MPH Competencies

##### *Evidence-based Approaches to Public Health*

1. Apply epidemiological methods to the breadth of settings and situations in public health practice
2. Select quantitative and qualitative data collection methods appropriate for a given public health context

3. Analyze quantitative and qualitative data using biostatistics, informatics, computer-based programming and software, as appropriate
4. Interpret results of data analysis for public health research, policy or practice

#### *Public Health & Health Care Systems*

5. Compare the organization, structure and function of health care, public health and regulatory systems across national and international settings
6. Discuss the means by which structural bias, social inequities and racism undermine health and create challenges to achieving health equity at organizational, community and societal levels

#### *Planning & Management to Promote Health*

7. Assess population needs, assets and capacities that affect communities' health
8. Apply awareness of cultural values and practices to the design or implementation of public health policies or programs
9. Design a population-based policy, program, project or intervention
10. Explain basic principles and tools of budget and resource management
11. Select methods to evaluate public health programs

#### *Policy in Public Health*

12. Discuss multiple dimensions of the policy-making process, including the roles of ethics and evidence
13. Propose strategies to identify stakeholders and build coalitions and partnerships for influencing public health outcomes
14. Advocate for political, social or economic policies and programs that will improve health in diverse populations
15. Evaluate policies for their impact on public health and health equity

#### *Leadership*

16. Apply principles of leadership, governance and management, which include creating a vision, empowering others, fostering collaboration and guiding decision making
17. Apply negotiation and mediation skills to address organizational or community challenges

#### *Communication*

18. Select communication strategies for different audiences and sectors
19. Communicate audience-appropriate public health content, both in writing and through oral presentation
20. Describe the importance of cultural competence in communicating public health content

#### *Interprofessional Practice*

21. Perform effectively on interprofessional teams

#### *Systems Thinking*

22. Apply systems thinking tools to a public health issue\

## Performance-Based Objectives linked to Course Activities:

- Students will demonstrate competence in the basic terminology associated with epidemiology (primarily through activities 1, 2, 3).
- Students will demonstrate competence in the ability to calculate and interpret basic epidemiologic measures including, but not limited to, incidence, prevalence, odds and risk ratios, sensitivity, specificity, and predictive values (primarily through activities 1, 2, 5).
- Students will demonstrate the ability to integrate basic concepts of epidemiology through the thoughtful consideration of proper study design and methodology (primarily through activities 1, 2, 3, 4, 5, 6).
- Students will demonstrate the ability to communicate epidemiologic concepts through writing and presentation to lay and professional audiences (primarily through activities 3, 4, 6).

## Assessment of Student Learning:

**Activity 1: Exams.** Comprehensive examinations covering multiple topic areas will be utilized to allow the student to demonstrate summative competency in terminology, common epidemiologic measures, and study design. You will be tested on how to apply epidemiologic methods to a variety of settings and populations in public health practice. These examinations will utilize a variety of questions, including true/false, multiple choice, matching, short answer, & discussion in a timed, monitored environment.

**Activity 2: Module Quizzes.** End-of-module quizzes will gauge students' knowledge and measure formative progress through a single topic area. Quizzes will be used to assess what the students learn in a short-time frame regarding epidemiology history, scope, terminology, measurements, study design and major causes of morbidity and mortality in order to prepare for the larger examinations.

**Activity 3: Discussions and Writing Assignments (Module Tasks).** Competence in writing and presenting epidemiologic concepts to different audiences will be evaluated using brief writing assignments and reflective discussions. Through written word and visual presentations in specific topic areas, students will also demonstrate the use and understanding of epidemiology terminology and explain the role of methodology in describing and assessing a population's health. Furthermore, students will be asked to discuss the science of primary, secondary and tertiary prevention in population health and design population-based epidemiologic research studies to demonstrate a basic understanding of epidemiologic study design methodology.

**Activity 4: Article Critique (Module Tasks).** Integration and subsequent application of basic epidemiology concepts will be measured through the article critique, as the ability to adequately understand, critically analyze and communicate findings from a peer-reviewed journal article is the cornerstone of conducting evidence-based research and practice in public health. Students will be asked to explain the critical importance of evidence in advancing public health knowledge in the context of the given scenario.

**Activity 5: Problem Sets (Module Tasks).** Problems sets will be constructed to allow the student to demonstrate competence in epidemiologic measures through both word problems and direct calculations. Problem sets will be presented within the framework of various epidemiologic study designs in order to provide the opportunity to integrate concepts across topic areas. In addition to solving the problems, you will also be asked to select the quantitative data collection method most appropriate for a given public health scenario.

**Activity 6: Case Studies (Module Tasks).** Case studies will be designed so students can display integration of numerous epidemiologic concepts in the context of complex public health issues seen in the field. Case studies will also provide an opportunity for the student to demonstrate mastery of these concepts through the communication of case study findings to an outside audience.

*Note: 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.*

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### Overview of Content Covered in the Semester:

Date	Topic(s)	Readings	Assessments
Week 1	Course Orientation Introduction	Friis, Chapter 1	Module Tasks Module Quiz
Week 2	Practical Applications	Friis, Chapter 2	Module Tasks Module Quiz
Week 3	Measures of Morbidity and Mortality	Friis, Chapter 3	Module Tasks Module Quiz
Week 4	Descriptive Epidemiology	Friis, Chapter 4	Module Tasks Module Quiz
Week 5	Data Sources and Disease Surveillance	Friis, Chapter 5	Module Tasks Module Quiz
Week 6	Study Designs I: Ecologic and Cross- sectional Studies	Friis, Chapter 6 (Part A)	Module Tasks Module Quiz
Week 7	Study Designs II: Case-Control Studies	Friis, Chapter 6 (Part B)	Module Tasks Module Quiz
Week 8	Midterm Examination		
Week 9	Study Designs III: Cohort Studies	Friis, Chapter 7	Module Tasks Module Quiz
Week 10	Study Designs IV: Experimental Studies	Friis, Chapter 8	Module Tasks Module Quiz
Week 11	Measures of Effect, Confounding, and Effect Modification	Friis, Chapter 9	Module Tasks Module Quiz

Week 12	Data Interpretation Issues	Friis, Chapter 10	Module Tasks Module Quiz
Week 13	Screening for Disease in the Community	Friis, Chapter 11	Module Tasks Module Quiz
Week 14	Ethical and Professional Issues	Provided Readings	Module Tasks Module Quiz
Week 15	From Association to Causation	Provided Readings	Module Tasks Module Quiz
Week 16	Final Examination		

*Note: For more information, please see Course Schedule.*

### 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:

This course is fully online, using FOLIO to deliver learning modules. Tutorials for Folio are located on your Folio main page, and there is a help link located in the upper right-hand corner of the Folio course. If you are having particular issues with FOLIO, please let me know as soon as possible. This course will consist of independent learning activities, as well as group activities. Participating in group activities will not be optional. Learning to work productively as a community member is a necessity in public health. This course makes extensive use of group activities to introduce ideas and content, as well as to deepen your understanding of material encountered in the readings. Your learning experience is thus dependent to some extent on your classmates and vice versa. Because of this point, it is essential you communicate clearly and in a timely manner with your group members and always be respectful and professional. The professor reserves the right to assign a lower individual grade to a non-productive student.

### Assignments/Evaluations:

#### Examinations (2): 60% of Final Grade

Exams may be any combination of true/false, multiple choice, matching, short answer, & discussion questions (Activity 1). The examination will be closed book and closed notes. Furthermore, each examination will be proctored through the GSU ProctorU services. You will be responsible for scheduling your exam time through this proctoring service and payment of the associated testing fees. Make-up exams will not be administered unless the absence is deemed excused. The validity of excused absences will be determined by the instructor and will be individually assessed. The professor must be contacted prior to the exam time if the student will not be able to complete the exam during the given time frame. Failure to inform the professor prior to the exam will result in the grade of "0" for the test. In rare instances, should an excused absence be granted, it is the student's responsibility to contact the professor within 36 hours to arrange to take the exam. Additionally, it is advised the student arranges to take the exam before the last day of its offering in order to work with

any technological issues should they arise. Technological issues on the part of the student will not lead to an extension to the examination timeframe. The midterm examination is due by 11:59 PM on the due date shown in FOLIO and the final examination is due by 12:00 PM on the due date shown in FOLIO. Each examination will include the material covered in the outlined section of the course specified in the course schedule. Even though the exam will predominately consist of material learned in that portion of the class, it should be viewed as cumulative since many concepts covered in the following portions build upon a foundation constructed in the beginning of the course. The examination questions will include course content as well as all the text material (including handouts and readings) assigned even if the assigned material was not covered specifically on the course website. All examinations will be administered online and should be taken on a reliable computer with reliable internet service. If you are not able to take the exam online, a date/time for taking an on-campus examination will be provided in advance. Once you begin the exam, you will be given 75 minutes to complete the midterm examination and 120 minutes to complete the final examination. You will not be able to stop the exam once it begins. All exams are to represent the individual's knowledge and should not be discussed with anyone else (i.e. classmates, former students, non-students, other professors, tutors etc.).

#### Module Quizzes (15): 15% of Final Grade

Quizzes on the reading assignments will be administered each week to assess overall preparation in terms of material covered previously (Activity 2). The quizzes are designed to facilitate exam preparation and hold the student accountable for assigned reading. While points per quiz are minimal, inadequate preparation will have an adverse impact on student grades. Make-up quizzes will not be given unless the absence is deemed excused. The validity of excused absences will be determined by the instructor and will be individually assessed. All quizzes are due by 11:59 PM on the due date shown in FOLIO.

#### Module Tasks: 25% of Final Grade

There will be various tasks (i.e. discussions/writing assignments, article critiques, problem sets, case studies, etc.) to be completed over the course of the semester (Activities 3 - 6). These assignments will be due each non-exam week. Tasks may be discussed in a group setting, but each student is responsible for their individual work. Assignments will be due by 11:59PM on the due date stated in FOLIO and will be deducted 10 points for each day (24-hour period) received late. Once solutions are posted to assigned tasks (where applicable), a student will not be able to turn in a late assignment for partial credit.

#### Grading:

Weighting of assignments for purposes of grading will be as follows:

Item	Weight
Midterm Examination	30%
Final Examination	30%
Module Quizzes	15%
Module Tasks	25%



The following scale will be utilized in grading:

89.5% - 100%	A
79.5% - 89.4%	B
69.5% - 79.4%	C
59.5% - 69.4%	D
< 59.4%	F

*Note: No extra credit projects will be assigned!*

### Proctoring:

All online examinations will use Proctor U. This web-based application will allow you to take your exams in the comfort of your own home or wherever you may be at the time of the exam. You will need to have a dedicated work space that can be secured by you and your virtual proctor. You may register to take the examination at: [ProctorU\(https://www.proctoru.com/portal/georgiasouthern\)](https://www.proctoru.com/portal/georgiasouthern). It is very important that you complete your sign-up and register as soon as possible. As long as you register within 72 hours of the exam time, you will receive the special discounted University System of Georgia (USG) rate. If you wait closer to the exam time, there will be an additional charge plus the normal test fee. There is a compatibility test located under the Technical Specifications tab on the portal page for you to run a check to ensure your system components are up to date and working properly. I cannot stress how important it is that you complete this test a couple of days before the exam. There is 24/7 tech support available to assist you in the event your computer fails during the examination. You may also visit [Test It Out \(http://www.proctoru.com/testitout/\)](http://www.proctoru.com/testitout/) to run the test. If you do not wish to use ProctorU, exams can be given on campus at specific dates and times. If you plan to come to campus, please let me know at least two weeks prior to the exam, so I can tell you the date/time the exam will be administered in-person.

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### General Expectations:

1. For every one-credit hour, you should expect to work roughly two hours outside the classroom each week. For example, for a three credit hour course, during a regular fifteen week semester, you should expect approximately ninety hours of work outside of class.
2. Students are expected to keep up with the class, to read the required material, and to submit assignments and activities by due dates and times.
3. Students are expected to independently complete all activities, exercises, assignments, and assessments including exams.
4. Students are expected to produce quality work. Typos and grammar errors should be kept to a minimum. The format and readability of submissions will be taken into consideration when assigning a grade.

5. Remember to check when assignments are due. It is recommended that you stay ahead of schedule on the assignments, so if an emergency happens, your assignment will be completed and ready to submit within the designated time frame. It is your responsibility to keep track of the due dates for each assignment.

### Response Times:

During a normal work week (i.e., Monday 9:00 AM through Friday 5:00 PM) students can expect responses as follows:

Email: within 48 hours

Assignment grades/evaluation: within 1 week

Exceptions: I may not check FOLIO or GSU email over the weekends. If you send me an email after 5:00 PM on Friday, I may not respond 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:

Students must pass with a minimum score of 70%. Course grades are awarded based upon the conventional method outlined above. Failure to achieve a final grade of 70% will result in a failure of the course. Students are responsible for the learning outcomes, competencies and objectives presented above. In addition to these measures, students are also responsible for the specific learning objectives which are set forth at the beginning of each chapter and module. Students are expected to listen to all course materials and complete all examinations, and check the course website daily for updates. To facilitate learning and comprehension of the material presented, students are expected to read the assigned material and text chapters. Students are expected to participate in course activities, such as discussion, and to complete any assignments as defined by the professor. Each student also should develop proficiency in scientific report writing and critique. One example is the organization of thought and clarity of expression. Other examples are the ability to criticize and assess research published in professional journals, to formulate hypotheses and operationalize concepts, to synthesize research and knowledge, and to set forth a theoretical point of view or conceptual orientation. If you have any difficulties, please see the professor by appointment.

While learning epidemiology will involve a considerable amount of mathematical calculations, epidemiology is not just numbers. Understanding what the numbers you calculate mean and how they are interpreted is critical to your success in this course and as a public health professional. How I present numbers with labels and interpretation in the lectures is how I expect for you to do the same in your assignments. Your answer should have meaning when separated from the work leading

up to the final answer. Similarly, on assignments and exams, when I ask for an interpretation I expect that you will provide an interpretation that is relevant to the problem you are working on. It is not enough to say “people with the exposure were 2.5 times more likely to have disease.” Your interpretation should be stated as (e.g., in a smoking and lung cancer question) “People who smoked were 2.5 times more likely to develop lung cancer than people who never smoked,” for example.

As some calculations in this course will require multiple steps leading to a final number, it is strongly suggested that you carry FIVE decimal places after the decimal throughout the calculation. Rounding up/down at every step can result in very different answers than what I have in my answer keys and is a source of propagation of error. Once you get to the final step, round to one/two decimal places depending on the magnitude of the association reported.

If you have ANY questions about how to report your results, write out your answers, carry decimal places, round off answers, select a constant, or anything else relevant to turning in assignments or writing exams, ask me before turning in the assignment or exam to avoid losing points.

### Online Learning Commitment Expectations:

Students must be motivated and responsible for keeping up with understanding what is expected and stay on task with due dates for quizzes, assignments, and other activities. Do NOT wait until the last minute to do work that requires you to submit by a due date. Please know, too, that Folio goes down for maintenance on a regular basis; you'll find that information--Folio Maintenance Schedule--on the Folio home page where your courses are listed. Additionally, it is always important to provide time for the unexpected when working with technology. Keep in mind you have an extended period to complete a module, so having an excused absence for one day does not keep you from completing the module assignments for the week.

### 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. All students are expected to listen and to actively engage in all online material within each stated module time frame and contact the professor with any potential questions immediately.

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*)

### Netiquette:

Because online communication generally lacks visual cues common to face-to-face interactions, you are expected to follow these standards. Netiquette is a combination of Network Etiquette. Please abide by the following netiquette rules when communicating with your instructor and peers in this class.

- Be sensitive and reflective to what others are saying.
  - Don't use all caps. It is the equivalent of screaming.
  - Don't flame - These are outbursts of extreme emotion or opinion.
  - Think before you hit the post (enter/reply) button. You can't take it back!
  - Don't use offensive language.
  - Use clear subject lines.
  - Don't use abbreviations or acronyms unless the entire class knows them.
  - Be forgiving. Anyone can make a mistake.
  - Keep the dialog collegial and professional.
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### 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 not limited to):

- Directly quoting the words of others without using quotation marks or indented format to identify them.
- Using published or unpublished sources of information without identifying them.
- Paraphrasing material or ideas without identifying the source.
- 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 [Judicial Affairs \(http://students.georgiasouthern.edu/judicial/faculty.htm\)](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 [Judicial Affairs \(http://students.georgiasouthern.edu/judicial/faculty.htm\)](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.

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### 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 the [Registrar \(http://em.georgiasouthern.edu/registrar/\)](http://em.georgiasouthern.edu/registrar/).

### 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.

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### 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