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APPH 7135: Cultural Competency for Public Health

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Georgia Southern University
Jiann-Ping Hsu College of Public Health
APPH 7135: Cultural Competency for Public Health
Fall 2021

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

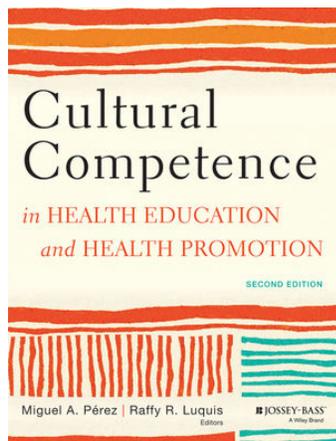
Prerequisites: None

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

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

Catalog Description: This course is designed to explore the importance of cultural competence as a tool for reducing health disparities and promoting health equity. Cultural competence processes are critical for meeting public health needs in an increasingly diverse society. As such, public health professionals (practitioners and researchers) must be able to understand the diverse attitudes, beliefs, cultural characteristics, and health-related behaviors of many different populations, in order to optimally meet their public health needs (Njoku & Baker, 2019; Perez & Luquis, 2014). Emphasis will be placed on application of culturally-competent approaches in the planning and implementation of health promotion programs.

Required Textbook: Perez, M. A., & Luquis, R. R. (2014). Cultural Competence in Health Education and Health Promotion, Second Edition. San Francisco, CA: Jossey-Bass.



Purchase this book via any venue of your choice.

Secondary Text: Research articles, webinars and government documents. You will be able to access these additional resources in Folio.

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

Cross-Cutting MPH Student Learning Outcomes:

1. Demonstrate proficiency and effectiveness in the communication of core public health principles and practices, both oral and written.
2. Demonstrate proficiency in the integration of the core public health disciplines (Biostatistics, Epidemiology, Environmental Health, Health Policy/Management, and Social/Behavioral Science) in practice and research.
3. Demonstrate proficiency in problem-solving, critical thinking, and public health leadership.

Applied Public Health MPH Student Learning Outcomes:

At the completion of their MPH program, all Applied Public Health MPH students will be able to:

1. Apply data-driven decision making in individual, program or organizational performance.
2. Develop a lesson plan as part of a health promotion program for a targeted population.
3. Apply social marketing theory/approaches to individual behavior change and community health problem-solving.
4. Deliver a health promotion seminar for a target population by using a formative evaluation method.
5. Participate with stakeholders in identifying key public health values and a shared public health vision as guiding principles for community action.

Course Learning Objectives (BASED ON THE COMPETENCIES ABOVE):

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

1. Explain the concepts and issues related to cultural diversity and competence in public health practice.
2. Critically examine cultural and structural barriers in the practice of public health.
3. Explain the various biases that exist between underrepresented populations and their healthcare providers in healthcare encounters.
4. Analyze the factors that promote adherence to health behaviors and healthcare among different cultures.
5. Synthesize strategies to develop a culturally competence health promotion and/or education program.

****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.*

Assessment of Student Learning

Students may vary in their ability to achieve levels of competence in this course. Students can expect to achieve course competence only if they honor all course policies, attend classes regularly, complete all assigned work in good faith and on time, and meet all other course expectations of them as students.

Overview of the Content to be Covered during the Semester:

Week	Topic	Readings	Assignment
1 (August 11)	Introduction to Course	Syllabus	Attendance verification video Module 1 Discussion Cultural competency pre-test (self-assessment)
2 (August 16)	Introduction to Cultural Competency	Chapters 1 & 2 Cross, T. (2012). Cultural competence continuum. <i>Journal of Child and Youth Care Work, 24</i> , 83-85. Greene-Moton, E., & Minkler, M. (2020). Cultural competence or cultural humility? Moving beyond the debate. <i>Health Promotion Practice, 21</i> (1), 142-145. Tervalon, M., & Murray-Garcia, J. (1998). Cultural humility versus cultural competence: A critical distinction in defining physician training outcomes in multicultural education. <i>Journal of health care for the poor and underserved, 9</i> (2), 117-125.	Module 2 Discussion
3 (August 23)	Health Disparities and Social Determinants of Health	Chapter 3 Healthy People 2020-Social Determinants of Health (link in folio) Krieger, J., Allen, C., Cheadle, A., Ciske, S., Schier, J. K., Senturia, K., & Sullivan, M. (2002). Using community-based participatory research to address social determinants of health: lessons learned from Seattle Partners for Healthy Communities. <i>Health Education & Behavior, 29</i> (3), 361-382.	Module 3 Discussion
4 (August 30)	Models of Cultural Competency	Chapter 6 Campinha-Bacote, J. (2002). The process of cultural competence in the delivery of healthcare services: A model of care. <i>Journal of transcultural nursing, 13</i> (3), 181-184. Scarinci, I. C., Bandura, L., Hidalgo, B., & Cherrington, A. (2012). Development of a theory-based (PEN-3 and health belief model), culturally relevant intervention on cervical cancer prevention among Latina immigrants using intervention mapping. <i>Health Promotion Practice, 13</i> (1), 29-40.	Module 4 Discussion Quiz 1

5 (September 6)	Culturally Appropriate Communication and CLAS Standards	<p>Chapter 8</p> <p>Altman, H. M., & Belt, T. N. (2012). Moving around the room: Cherokee language, worldview and memory. <i>Museums and memory</i>, 227-234.</p> <p>Rossi, A. L., & Lopez, E. J. (2017). Contextualizing competence: language and LGBT-based competency in health care. <i>Journal of Homosexuality</i>, 64(10), 1330-1349.</p>	Module 5 Discussion
6 (September 13)	Planning, Implementing, and Evaluating Culturally Appropriate Programs	<p>Chapter 7</p> <p>Smallwood, S. W., Freedman, D. A., Pitner, R. O., Sharpe, P. A., Cole, J. A., Hastie, S., & Hunter, B. (2015). Implementing a community empowerment center to build capacity for developing, implementing, and sustaining interventions to promote community health. <i>Journal of community health</i>, 40(6), 1122-1129.</p>	<p>Culturally Competent Health Promotion Intervention Proposal</p> <p>Quiz 2</p>
7 (September 20)	Cultural Competency, Religion, & Spirituality	<p>Chapter 5</p> <p>Hodge, D. R. (2018). Spiritual competence: What it is, why it is necessary, and how to develop it. <i>Journal of Ethnic & Cultural Diversity in Social Work</i>, 27(2), 124-139.</p> <p>Lassiter, J. M., & Poteat, T. (2019). Religious coping and depressive symptoms among Black Americans living with HIV: An intersectional approach. <i>Psychology of Religion and Spirituality</i>.</p>	Module 7 Discussion
8 (September 27)	Cultural Competency, Race, & Ethnicity	<p>D'Silva, J., O'Gara, E., & Villaluz, N. T. (2018). Tobacco industry misappropriation of American Indian culture and traditional tobacco. <i>Tobacco control</i>, 27(e1), e57-e64.</p>	<p>Module 8 Discussion</p> <p>Quiz 3</p>
9 (October 4)	Cultural Competency and Aging	<p>Chapter 10</p> <p>Sweetland, J., Volmert, A., & O'Neil, M. (2017). Finding the Frame.</p>	Midterm Reaction Paper
10 (October 11)	Cultural Competency and Sexual & Gender Minority Populations	<p>Chapter 11</p> <p>Mayer, K. H., Bradford, J. B., Makadon, H. J., Stall, R., Goldhammer, H., & Landers, S. (2008). Sexual and gender minority health: what we know and what needs to be done. <i>American journal of public health</i>, 98(6), 989-995.</p>	Module 10 Discussion
11 (October 18)	Cultural Competency Open Mic	Readings TBA	<p>Module 11 Discussion</p> <p>Quiz 4</p>

12 (October 25)	Trauma-Informed Practice in Public Health	Bowen, E. A., & Murshid, N. S. (2016). Trauma-informed social policy: A conceptual framework for policy analysis and advocacy. <i>American Journal of Public Health, 106</i> (2), 223-229. Loomis, B., Epstein, K., Dauria, E. F., & Dolce, L. (2019). Implementing a trauma-informed public health system in San Francisco, California. <i>Health Education & Behavior, 46</i> (2), 251-259.	Module 12 Discussion
13 (November 1)	Cultural Competency and Disability	Readings in folio	Module 13 Discussion
14 (November 8)	Diversity, Equity, & Inclusion in the Public Health Workforce	Readings in folio	Culturally Competent Health Promotion Intervention Presentation
15 (November 15)	Tying It All Together	Readings in folio	Cultural competency post-test (self-assessment)
16 (November 22)	Thanksgiving Break November 22-26		
17 (November 29)	Open House		Reflection Portfolio Course evaluations
DECEMBER 2-8—EXAM WEEK			

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 class is fully online. A diverse array of instructional methods will be used, including (but not limited to) lecture, discussions, activities, reflections, and online media.

General Expectations

1. For every one-credit hour, you should expect to work roughly two hours outside the classroom each week. For example, for a three credit hour course, during a regular fifteen week semester, you should expect approximately ninety hours of work outside of class.
2. Students are expected to keep up with the class, to read the required material, and to submit assignments and activities by due dates and times.
3. Students are expected to independently complete all activities, exercises, assignments, and assessments including exams.

4. Students are expected to produce quality work. Typos and grammar errors should be kept to a minimum. The format and readability of submissions will be taken into consideration when assigning a grade.
5. Remember to check when assignments are due. It is recommended that you stay ahead of schedule on the assignments, so if an emergency happens, your assignment will be completed and ready to submit within the designated time frame. It is your responsibility to keep track of the due dates for each assignment.

Response Times

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

- Email: within 48 hours
- Discussion posts: within 72 hours
- Assignment grades: within 96 hours of submission date.

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

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

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*)

Student Performance Expectations:

Class Participation

Participation in all class sessions is critical for the learning process in this course. Weekly readings are outlined in this syllabus. I expect that students will complete all readings and be ready to participate in discussions about the readings and the weekly topic. The readings are intended to inform you about how others are thinking about the topics we cover in class, as well as provoke your own critical thinking on these issues. As you read, you should jot down questions or thoughts that occur to you. I strongly suggest writing these down and sharing them in discussion.

Writing Standards

It is expected that students will spend sufficient time reviewing and editing all written documents before submitting them for review and/or grading. All written assignments are required to be free from grammatical and spelling errors. In addition, all written documents should be well-constructed in thought and flow. The instructor reserves the right to: 1) return without the benefit of review any document that is submitted for review and/or grading that violates these standards, and/or 2) reduce the grade of such assignments based upon the frequency and severity of the errors. All documents must be consistent with the *Publication Manual of the American Psychological Association (6th Edition)*.

Due Dates and Deadlines

Students are expected to complete all reading and written assignments prior to the indicated class date. Your grades will be posted on the online grade book for this course on Folio. All assignments are **expected to be ON TIME**, and will be graded and posted promptly so that students can accurately calculate their grades at any point in time during the semester. **NO LATE ASSIGNMENTS WILL BE ACCEPTED.**

There are times when extraordinary circumstances occur (e.g., serious illness, death in the family, etc.). In such circumstances, please consult with Dr. Smallwood within 48 HOURS. If you have not contacted Dr. Smallwood within 48 HOURS of A MISSED ASSIGNMENT, it WILL NOT BE EXCUSED and YOU WILL RECEIVE A 0 FOR ALL ASSIGNMENTS MISSED. NO EXCEPTIONS. *Nota Bene:* Extensions are not guaranteed and will be granted solely at the discretion of the instructor.

Assignments:

Weekly Response Postings. In this course, there will be eleven (11) weekly response postings. Each week, you will:

- Write and post to the appropriate Folio discussion a 350-word (minimum) response for ten (10) of the 11 posting assignments in the course. Each post is worth 10 points. Do not expect extra credit for completing all 11 postings.

- Use the readings assigned in class and demonstrate your knowledge, comprehension, and analysis of the readings and topics.
- Make sure to use concrete examples from the texts, and cite the examples properly using APA Seventh Edition format.
- Check your response for grammatical and typographical errors before posting.
- Unless instructed otherwise, you will be required to respond to at least two (2) of your colleagues' posts each week.
- Initial postings are due by Friday at 11:59pm, and responses to your colleagues' postings are due by Sunday at 11:59pm for the week they are due. Postings should be submitted electronically in the "Discussions" section on Folio. **You are encouraged to post discussion threads early in order to facilitate your colleagues' ability to reply.**

Quizzes. In this course, there will be five (5) quizzes designed to assess students' basic understanding of the reading material. These quizzes will be posted on folio. You will have two opportunities to complete each quiz, and the higher of the two grades will be recorded.

Midterm Reaction Paper. Around the midpoint of the semester, you will develop and submit a 2-3 page reaction paper describing your experience in the course to date. Additional instructions will be posted on folio.

Culturally-Competent Health Promotion Intervention. You will be expected to develop a proposal for a health promotion intervention that focuses on a specific population and applies principles of cultural competency as discussed in the course. Around mid-semester, you will submit a short (2-3 page) proposal identifying a health issue, priority population for focus, and a rationale for your selections. The instructor will provide feedback on the proposal, which will then be used to inform the development of an intervention to address the health issue within your specified population. You will present their intervention in the form of a short, multimedia presentation (e.g., video, audio, PowerPoint) that describes the intervention rationale and components, and clearly articulates how cultural competency was used to frame and develop the intervention. The presentation should be no more than ten (10) minutes in length. Additional instructions will be posted in folio.

Reflection Portfolio. For the final assignment in this course, you will reflect on the materials we have reviewed in this course, methods we have practiced, ideologies and identities we have explored, evidence we have examined, etc. From this reflection, you will choose artifacts from the class (your reading notes, discussion posts, reaction papers, intervention proposal) and find a theme or thread that seems especially relevant to you.

By looking at the artifacts from the course, you should be prompted to think about your own interest in the topics we have covered and then ask yourself:

- What have I learned over the course of the semester that I did not know before?
- How has what I have learned related to my own experience?
- How has what I have learned shaped my view of the work I want to do in the future?
- What additional identities, communities, topics, or issues would I want to learn more about in the future? Why?

When you have answered these questions, you will develop a 6-8 page reflective essay. Your artifacts should be included as appendices at the end of the essay. Additional instructions will be posted in folio.

Grading:

<i>Assignments</i>	<i>Points</i>
1. <i>Weekly Response Postings (10)</i>	100
2. <i>Quizzes (5)</i>	50
3. <i>Midterm Reaction Paper</i>	50
4. <i>Culturally-Competent Health Promotion Intervention Proposal</i>	50
5. <i>Culturally-Competent Health Promotion Intervention Presentation</i>	100
6. <i>Reflection Portfolio</i>	100
<i>TOTAL POINTS</i>	450

- 405-450 points (90%) A
- 360-404 points (80%) B
- 315-359 points (70%) C

For calculation of your final grade, all grades above will be included.

Inclusive Excellence at Georgia Southern University

At Georgia Southern University, we are committed to supporting our students and fostering an environment that is free of bias, discrimination, and harassment in the classroom and in the broader University community. As such, we have an expectation that our learning community is inclusive and respectful. Our diversity may be reflected by differences in race, culture, age, religion, sexual orientation, gender identity, ability, political beliefs, socioeconomic background, and myriad other social identities and life experiences. The goal of inclusiveness, in a diverse community, encourages and appreciates expressions of different ideas, opinions, and beliefs, so that conversations and interactions that could potentially be divisive turn instead into opportunities for intellectual and personal enrichment.

We are a faculty that strives to model reflection, advocacy, and care for the community in order to work toward an equitable, democratic, and sustainable society. We value your participation in this process. If you believe that our courses, programs, or department fall short of this commitment, we encourage you to engage in dialogue with us.

Dr. Smallwood's Expectations

Because I want you to be successful in this course, I want to clarify other important student expectations:

- Announcements may be posted on Folio and/or sent through email. It is each student's responsibility to pay attention to these announcements, to check for announcements on a routine basis on Folio, as well as check their email. **An individual's difficulties with Folio or email will not constitute a valid basis for avoiding late assignment penalties. System-wide difficulties may be taken into consideration, should they arise. It is therefore recommended that you not wait until the last minute to meet submission deadlines.**
- Students are expected to actively participate in class. **If you do not actively participate in the class, your grade may be reduced by a full letter grade (i.e., an A becomes a B).**
- Students are expected to be self-advocates. If there are questions about the material and/or course assignments during the semester, students are expected to contact the instructor so that help and/or assistance can be provided, where possible and appropriate.
- Writing is an important skill and an important part of public health practice. As needed, you will seek writing consultation at the University Writing Center, located in the Forest Drive Building, Room 1119. The Writing Center is open Monday-Thursday from 10am to 6pm and Friday from 10am to 3pm. To schedule an appointment, call (912) 478-1413 or visit <http://class.georgiasouthern.edu/writing-center/>. Alternatively, Purdue University offers an online "writing lab" which includes writing exercises in grammar, punctuation, sentence structure, and sentence style, among others. It also provides instructions for using APA style. The website link is <http://owl.english.purdue.edu>.

Expectations of Instructor:

In return, you can expect the following from me during the course of this semester:

- Use a variety of instruction methods to maximize learning. These include lecture, experiential activities, case examples, and guided facilitation.
- Be responsive and flexible to individual student needs.
- Respond to your questions in a timely manner. This means that I will respond to e-mails within 48 hours and phone calls by the end of the next business day. Please include the course number (PUBH 6535) in the subject line of your e-mails.
- Provide feedback on assignments in a timely manner.
- Monitor my own performance by eliciting student feedback, either informally or formally, throughout the semester and altering my teaching methods when appropriate.

Assistance with:

DISABILITIES

Student Accessibility Resource Center (SARC)

<http://studentsupport.georgiasouthern.edu/sarc/>

Students with Special Needs

If you have needs that require assistance from the instructor, please contact the instructor during the first week of class so your needs can be met.

WRITING

Writing Center

<http://class.georgiasouthern.edu/writing-center/>

TECHNOLOGY

Folio HELP!!

<http://academics.georgiasouthern.edu/cats/>

Information Technology Services

<http://services.georgiasouthern.edu/its/stucurstu.php>

Additionally, if you face challenges meeting your basic needs (e.g., securing food, housing) or accessing materials for this course (e.g., purchasing the book, finding stable internet), please contact me and/or the GSU Dean of Students (Statesboro: deanofstudents@georgiasouthern.edu, 912-478-3326; Armstrong: armdeanofstudents@georgiasouthern.edu, 912-344-2514) if you feel comfortable doing so. This will help us provide you with any resources that we may have access to.

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."

Accommodations for Individuals with Disabilities

In compliance with the Americans with Disabilities Act (ADA), Georgia Southern University will honor requests for reasonable accommodations made by individuals with disabilities. Students must self disclose any disability for which an accommodation is being sought to the Student Accessibility Resource Center (SARC) before academic or other accommodations can be implemented. For additional information, please call the Director of EEO and Title IX at (912) 478-5136 / TDD (912) 478-0273 or the SARC Director at (912) 478-1566 / TDD (912) 478-0666. The TDD phone numbers are intended for individuals with hearing impairments.

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/>

Final Notes

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.