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Fall 2021

## COHE 7232 A – Health Promotion Planning and Evaluation

Andrew Hansen

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

COHE 7232 A – Health Promotion Planning and Evaluation

Fall 2021

<b>Instructor:</b>	Andrew Hansen, DrPH, MS, BSEd
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<b>E-Mail Address:</b>	ahansen@georgiasouthern.edu
<b>Office Hours:</b>	Please email me to schedule a video conference.
<b>Class Meets:</b>	Tues & Thurs 11:00 am – 12:15pm Information Technology Building, Room 3210

Course description available in the  
[University Course Catalog](#)  
under Jiann-Ping Hsu College of Public Health Programs

**Prerequisites**

*None*

**FOLIO Access:**

*Access [FOLIO](#) for course materials which are available for up to one year after graduation.*

**Catalog Description**

Introduces the student to the theory and application of planning and evaluation principles. Planning and evaluation skills will be developed that can be utilized in a variety of health-related settings. Familiarizes students with theories and models from the social and behavioral sciences and health education used in behavior change interventions. Emphasizes the planning and implementing of community health interventions at multiple ecological levels.

**Required Textbook:**

McKenzie, J.F., Neiger, B.L., & Thackeray, R. (2012). *Planning, Implementing, and Evaluating Health Promotion Programs: A Primer, Sixth Edition*. San Francisco, CA: Benjamin Cummings.

**Required Resource:**

Laptop computer or similar with video conference capabilities. Computers are available at the [library for sign-out](#). Additional resources are available on Folio or obtained by students through directed assignments.

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

*Last update: 8-12-2020*

## **MPH Core Student Learning Outcomes**

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

### ***Inter-professional Practice***

21. Perform effectively on inter-professional teams

### ***Systems Thinking***

22. Apply systems thinking tools to a public health issue

### **CEPH Concentration Competencies**

1. Apply basic theories, concepts, and models from a range of social and behavioral disciplines in public health research and practice.
2. Evaluate the contribution of logic models in program development, implementation, and evaluation.
3. Develop a culturally appropriate social marketing plan to address a social or behavioral issue in the target population.
4. Develop intervention recommendations based on community analysis of determinant sequencing and causal diagrams.
5. Evaluate a variety of participatory methods that can be used in community health analysis and assessment.

### **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. Explain the role of health education, health promotion, and wellness to address public health problems. ()
2. Provide a rationale, based on social and epidemiological information, for the selection of specific health problems or issues to be addressed for various target populations. ()
3. Describe the relationship between needs assessment, objective writing, and planning in health promotion and education programs. (CC5)
4. Describe processes and activities that are likely to facilitate targeted behavior change in specific individuals, groups, and communities. ()
5. Compare and contrast planning models that are utilized in health education. (CC1)
6. Analyze and critique health education interventions that address specific health problems. ()
7. Integrate program planning models with health behavior theories in program development. (CC1)
8. Develop a health promotion/education strategic program plan in order to effectively apply health behavior theory and program planning theory in an integrated manner. (CC1)
9. Describe the ecological model applied in rural and urban settings. ()
10. Describe social determinants of health equity at each ecological level. ()
11. Describe behavioral determinants of health equity at each ecological level. ()
12. Analyze social and behavioral determinants of health equity at all ecological levels (individual through policy) applied in rural and urban settings. ()
13. Demonstrate how to plan a community-based public health education intervention. ()
14. Demonstrate how to implement a community-based public health education intervention. ()
15. Describe evidence-based social interventions to address community health issues. ()
16. Assess an evidence-based social intervention addressing a community health issue. ()
17. Describe evidence-based behavioral interventions to address community health issues. ()
18. Assess an evidence-based behavioral intervention addressing a community health issue. ()

*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** *(Course learning objectives addressed are noted following each assessment).*

**Exams** *(1-12, 15-18)*

There are four in class exams but only three exams will count toward your final grade (lowest grade will be dropped). Each exam will be based on the readings and materials presented in class.

**Quizzes** *(1-12, 15-18)*

Quizzes are administered during the first 10 – 15 minutes of 10 class meetings.

**Assignments** *(2, 4, 6, 7, 8, 13-18)*

**Assignment 1:** Come up with one Health Issue important to you that you would like to explore and write a short description. Conduct a Literature Review and write a peer-reviewed definition and background description of the health topic (Give us the health issue 101. What is it? How does it happen? How is it treated? etc.). Use evidence through citing peer reviewed studies and health web sites such as the CDC [www.cdc.gov/az/](http://www.cdc.gov/az/). The purpose of this assignment is simply to educate others of the health issue. Prepare a preliminary List of References using APA format. Three to five references is appropriate.

**Assignment 2:** Write a convincing rationale for why this health issue needs addressing with a health promotion program. The purpose is to convince stakeholders that this is an important health issue and justify the target population (e.g. children, women...). Do this by collecting, evaluating and synthesizing epidemiologic data. Be sure to provide national, state and county-level statistics (if available). Your goal is to show that the health issue is a problem. For example, obesity is a problem, but not for all. The trick is to convince everyone it is a problem by connecting obesity to related diseases and consequences like rising health care costs and other negative implications.

**Assignment 3:** The purpose of this assignment is to provide potential solutions to the group health issue by identifying evidence-based interventions published in peer-review journals. Students will create a summary table of 10-15 scientific peer-reviewed articles including the author(s), population (age, race, and gender), theory/model used, constructs used, length of intervention, other interventions components (use of incentives for participants, or multimedia outlets), data collection methods, and program outcomes. Using information from summary table, students will identify major themes and ideas, synthesize a concise report and provide potential solutions for your group's health issue.

**Assignment 4:** Students will develop a mission statement, at least one goal, and multiple objectives (process, impact, and outcome) associated with the goal for your group's program. Intervention activities to accomplish each goal are listed.

**Assignment 5:** Identify one theory or model that is appropriate to utilize in your program. Justify the reason for your choice based on the information from your review of evidence. In a table, define each theoretical construct and explain how it can be applied to your program. Include a diagram of the chosen theory, and fill it in as it relates to your health issue.

**Assignment 6:** Students will create a logic model for the group's program plan. It must include inputs, outputs, activities short-term, mid-term and long-term outcomes (i.e. condense version of objectives). The logic model must convey how all aspects of the program connect from development to evaluation. Peer reviewers should be able to evaluate how the program aligns based on the logic model.

**Assignment 7:** Students will create an activity plan that includes lesson plans and accompanying materials. The aim is to include, at minimum, lesson plans for education in knowledge, behavior capability, and self-efficacy. However, your research and information from the summary table may suggest different which is fine. Let the evidence guide you. Detail should be good enough for anyone to teach.

**Assignment 8:** Students will find or create appropriate assessments for each activity and objective. Aim to include at minimum assessments for knowledge, behavior, and self-efficacy, or other that is grounded in theoretical basis. Also include process assessments for each intervention component such as: number of marketing materials distributed, educational tools utilized, and process evaluation checklists.

**Assignment 9:** In a single Word document, consolidate assignments 1-8 into one program proposal. Remember that you must choose the appropriate assignment 1 based on the idea your group chose to build the program plan around. Format the report accordingly as presentation is important. Have a title page, page numbers, etc. This final version should be presented as a professional report, as you would present to an employer or funder, and must be in APA format. However, embed tables and figures in the text instead of after references.

**Assignment 10:** This the final presentation of the consolidated plan. Students will condense information into a Power Point presentation suitable for a board meeting. The total time of the presentation should not exceed 20 minutes, this does not included question and answers.

**Collaborative Contract:** This contract is submitted with every group assignment, 2 through 8. Expectations are reviewed to determine each group member’s responsibilities. Each group member receives a percent of the grade based on their meeting of expectations. Any member not signing a contract will receive a grade of zero for the assignment the contract is serving regardless of work completed. The purpose of the contract is to reward group members doing exceptional work and to identify those not doing their share.

**Class Participation & Final Exam: (1-18)**

Participation through quality contributions to discussions is expected and necessary to achieve full credit. This includes attendance to all peer presentations, in-class assignments, tests, and other class assessments. A comprehensive final exam will be given on the final exam date assigned by the University.

**Grading**

Assignment:	Point Value	Grading scale
Exams = 4 @ 100 points each	400	
Quizzes = Top 10 @ 10 points each	100	855 to 950 points = A
Assignments (see assignment summary)		760 to 844 points = B
1	20	665 to 759 points = C
2	25	570 to 664 points = D
3	60	Below 570 points = F
4	60	
5	55	
6	20	
7	30	
8 [1-8 = 300 pts]	30	
9 – Consolidated Edited document	60	
10 – Presentation	20	
Class Participation/Final Exam	70	
Total	950	

Revised 12-2-2020

**Instructional Methods:**

Methods will vary and include but not limited to lectures, article discussions, videos, in-class exercises, and student-led discussions and presentations. Please bring a laptop or tablet device to class to access materials.

## 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.

## Course Expectations

Review Folio for additional 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 social media 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. This requires professional decorum and consideration for others in the class. If at any time students are uncomfortable with the comments or actions (including academic integrity and Public Health professionalism) of another student or the instructor, appropriate action will be taken in the best interest of the group to grow as professionals and humans. Email is usually not the appropriate forum to resolve disputes as context is lost.

### **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 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.

### **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 (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 an [Intellectual Property Policy](#) created for students and faculty during their time at Georgia Southern University.

### **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 [academic dishonesty website](#).
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.

### **Basic Needs Statement**

Any student who faces challenges securing their food or housing and believes this may affect their performance in the course is urged to contact the Dean of Students Office for support. The Dean of Students Office web address is <https://students.georgiasouthern.edu/dean>. You may also reach the Dean of Students Office for the Statesboro campus at (912) 478-3326 or [deanofstudents@georgiasouthern.edu](mailto:deanofstudents@georgiasouthern.edu). For the Armstrong and Liberty campuses, you can also reach the Dean of Students Office at (912) 344-2514 or [rmdeanofstudents@georgiasouthern.edu](mailto:rmdeanofstudents@georgiasouthern.edu). Furthermore, please notify the professor if you are comfortable in contacting the Dean of Students Office for support. This will enable the professor to provide any other resources that they may possess.

### **University Calendar for the Semester**

The [University Calendar](#) is located on the GS website with the semester schedule.

### **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](#). 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](#). 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

It is sufficient to print your name and date this page. If you cannot sign electronically, a physical signature is not necessary. Submission of this form to the appropriate Folio Dropbox is your acceptance of understanding.