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Fall 2021

## EPID 8230 – Observational Study Design and Analysis

Kelly L. Sullivan

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

EPID 8230 – Observational Study Design and Analysis  
Fall 2021

<b><u>Instructor:</u></b>	Kelly Sullivan, Ph.D.
<b><u>Office:</u></b>	Hendricks Hall, Room 2040
<b><u>Phone:</u></b>	(912) 478-7902 (best to contact me by email)
<b><u>E-Mail Address:</u></b>	<a href="mailto:ksullivan@georgiasouthern.edu">ksullivan@georgiasouthern.edu</a> (to set up an appointment)
<b><u>Office Hours:</u></b>	Monday and Wednesday 9am – 11:30am and by appointment
<b><u>Class Meets:</u></b>	Tuesday and Thursday 12:30 – 1:45PM

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

**Prerequisites:** A minimum grade of "B" in all of the following: PUBH 6533, PUBH 6541 or BIOS 6541, EPID 7133, EPID 7134 or equivalent.

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

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

**Catalog Description**

This course will focus on the design and conduct of observational research designs including cohort, case-control and cross-sectional approaches. This course will provide instruction related to issues specific to observational research approaches. Students will develop and present detailed study plans for each research approach.

**Required Textbook:**

Critical appraisal of epidemiological studies and clinical trials, 4th Edition  
Elwood, M.  
ISBN-13: 978-0199682898

Additional Required readings will come from journal articles that will be posted in Folio.

**Required Resource:** None

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

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

### **CEPH Concentration Competencies**

#### **CEPH DrPH Competencies**

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

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

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

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

12. Propose human, fiscal and other resources to achieve a strategic goal
13. Cultivate new resources and revenue streams to achieve a strategic goal

### **Policy & Programs**

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

### **Education & Workforce Development**

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

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

1. Express understanding of cross-sectional, case-control and cohort study designs (prospective and retrospective)
2. Demonstrate knowledge regarding exposure and outcome assessment in cross-sectional, case-control and cohort studies
3. Assess risk and impact of bias in cross-sectional, case-control and cohort studies
4. Demonstrate knowledge of methodological issues in cross-sectional, case-control and cohort studies
5. Understand techniques to minimize bias in cross-sectional, case-control and cohort studies
6. Understand strengths and limitations of cross-sectional, case-control and cohort studies
7. Critically evaluate observational study designs

### **Assessment of Student Learning**

Homework assignments are designed to allow the student to demonstrate their understanding of the key concepts presented in class. Instructions for each homework assignment will be posted on Folio.

*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 Content to be Covered

Unit	Topic	Deliverable
1	Overview & Introduction	
	Designing Observational Studies	
	Recruitment and Retention	Topics due
2	Discuss topic proposals	
	Sample Size & Power Calculations	
3	Cohort Studies I	
4	Cohort Studies II	
5	Cohort Studies III	
6	Case-Control Studies I	Assignment 1 Due: Cohort Study Design
7	Case-Control Studies II	
8	Case-Control Studies III	
		Midterm Exam
9	Case-Control Studies IV	
10	Cross-Sectional Studies I	Assignment 2 Due: Case-Control Study Design
11	Cross-Sectional Studies II	
12	Additional Topics in Observational Studies	Assignment 3 Due: Cross-Sectional Study Design
13	Ethical Issues in Observation	
14	Observational Studies vs. Randomized Controlled Trials	Assignment 4 Due: Observational Studies vs. RCTs
15	Thanksgiving Break	
16	TBD	
17	Final Exam	

### **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 will consist of lectures, discussion, and active participation. The course is fast-paced and will require students to read prior to class each week and to complete homework assignments. Students should keep up with all assignments and should not allow themselves to fall behind since it will be very difficult to catch-up. Computer-generated presentations will be used in the lecture portion of this course. Prior to each lecture, the student is encouraged to complete the recommended readings and actively participate in class discussions. In this way, it is hoped that the learner will be better prepared to successfully accomplish the learning objective of each lecture experience.

In this class, we will focus on designing epidemiologic studies. You will need to pick one topic to work on throughout the semester. You can choose to work on any topic you'd like, as long as you follow these parameters:

- The study must use an analytic design (cross-sectional, case-control, cohort or RCT). It cannot be descriptive (assessing prevalence of X, etc).
- The study must have a specific exposure and a specific outcome.
- Be ambitious but reasonable. The study should be something that could realistically take place, perhaps with grant funding, within no more than 5 years. It will be tempting to include many aspects of your topic (e.g. several exposures or outcomes), but you need to find the balance between ambitious and realistic.
- The study must be performed in humans and must enroll participants. You can't exclusively use medical records, secondary data, or animal/environmental data, although these can be part of the study. You must include primary data collection from people.
- Your project must address an area where there is a deficiency in scientific knowledge or public health practice.

**Grading**

The following assignments will be used to evaluate the performance of students in the course. The requirements for each assignment will be posted on Folio or handed-out in class. Students who are absent for a class period in which an assignment was given are responsible for obtaining the assignment from a classmate, Folio, or the instructor(s). There will be no opportunity for "extra credit" in this course. Grades will not be "curved". There will be no opportunity for "extra credit" in this course. The specific grading events for this course are as follows:

See Course Outline for specific topics and dates.

<u>Assignment*</u>	<u>% of Final Grade</u>
Topic	Not Graded
Cohort Study Design	10
Midterm exam	30
Case-control study design	10
Cross-sectional study design	10
Observational studies vs. clinical trials	10
Final Exam	30

\*An overview of each assignment is provided below.

### Scoring

90+% =A,  
80-89%=B,  
70-79%=C,  
60-69%=D,  
Below 60%=F

#### 1. ASSIGNED READINGS

Assigned readings should be done before class to enhance students' learning. The readings are important for completion of course assignments and class discussion.

#### 2. HOMEWORK ASSIGNMENTS

Homework assignments are designed to allow the student to demonstrate their understanding of the key concepts presented in class. Instructions for each homework assignment will be posted on Folio.

Although many assignments will not be given an individual grade, each assignment is due on the date specified. The Instructor will only make comments and provide feedback on assignments submitted on time. Therefore, it is beneficial to you to turn in all assignments on time. Students are not permitted to work in groups on homework assignments unless it is specifically stated in the instructions of the assignment. Each assignment is an individual assignment and students are expected to turn in their own original work. Plagiarism is a serious offense. If the course instructors feel that academic dishonesty may have occurred related to ANY grading event, the instructors will/may conduct an additional oral examination or other method of evaluation for the material covered. If plagiarized material is detected or it is found that the student has cheated on an assignment, the student may FAIL the course.

#### Assignment Overview:

Below is an overview of key course assignments. Additional details will be provided throughout the course for each assignment.

#### Topic:

As part of your study topic assignment, you need to explain why your study is important, provide some literature/background on the topic and general justification for doing this work at this time, in this place with this population. Review the existing literature and other sources of epidemiologic data and identify a deficiency in scientific knowledge or public health practice that your study can address. Your review should be the basis for your research topic that you will use throughout the semester for the following assignments. You will use the same topic for all assignments (the exposure and outcome will not change, only the study methods/approach will change).

### Cohort Study Design:

Design a prospective or historical cohort study using your approved topic.

The purpose of this assignment is for the student to demonstrate his/her understanding of the key concepts covered in class and in the readings concerning the design of a prospective and historical (retrospective) cohort study. The paper should contain all of the following sections:

- Abstract
- Introduction
- Purpose/Research Question - Based on the topic you have identified and the ideas, conditions or events that are relevant to your topic, construct a public health/epidemiologic research question. The question should clearly identify the exposure, outcome, and population and needs to be clear and concise.
- Background/Literature Review – Review the existing literature and other sources of epidemiologic data and identify a deficiency in scientific knowledge or public health practice that your study will address. Include a brief but adequate review of the epidemiology, biologic plausibility of the exposure-disease relationship and also address the public health significance of your topic. Your brief review should:
  - State the public health significance of your topic
  - Discuss and summarize the major findings from previous scientific/epidemiologic research (at least 7 articles – websites are not acceptable)
  - Discuss the strengths and weaknesses (limitations) of the studies
  - Identify and discuss methodological issues related to your topic/study (if applicable)
  - Identify major controversies concerning the exposure disease relationship that DIRECTLY affect your study (if present)
  - Identify the gap(s) in scientific knowledge that your study will address
  - Properly cite all information.
- Main aim(s) and study hypothesis - Clearly state the main aim(s) and hypothesis (or hypotheses) that will be investigated in your study.
- Study Design
- Study Population – This section will include your sampling plan and a description of your population (target population, reference population, sample size, Source of population, recruitment, retention and inclusion/exclusion criteria).
- Data Collection methods – Clearly describe exposure and how your study population will be classified based on exposure. Clearly describe your definition of the outcome and how your study population will be classified based on outcome. Clearly identify your covariates. Provide a general overview of the major data collection procedures/methods.
- Identification of Major Potential Biases and Proposed Plan to Minimize Biases – Potential biases should address potential sources of selection bias and measurement error, as well as plans to minimize these biases/errors.
- Study Limitations – Identify major limitations of your study and discuss how these limitations may (or may not) affect your results.
- Literature Cited

### Case-Control Study Design

Design a case-control study using your approved topic.

The purpose of this assignment is for the student to demonstrate his/her understanding of the key concepts covered in class and in the readings concerning the design of a case-control study. The topic (exposure and outcome) will be the same as your cohort study, but your approach will change. This assignment will include the following sections:

- Research question
- Main aim(s) and study hypothesis
- Biologic plausibility and public health significance
- Study design
- Identification of cases and controls
- Data collection methods
- Wacholder's principles to ensure comparability
- Identification of major potential biases and proposed plan to minimize biases
- Limitations of your study
- Literature cited
- Executive Summary

### Cross-Sectional Study Design

Design a case-control study using your approved topic.

The purpose of this assignment is for the student to demonstrate his/her understanding of the key concepts covered in class and in the readings concerning the design of a cross-sectional study. The topic (exposure and outcome) will be the same as your previous studies, but your approach will change. This assignment will include the following sections:

- A brief summary of the research question, main aim(s), biologic plausibility and public health significance from your previous papers
- Study Design
- Study Population
- Data Collection Methods
- Identification of Major Potential Biases and Proposed Plan to Minimize Biases
- Limitations of your study
- Literature Cited
- Executive Summary

### Observational studies vs. clinical trials

For this assignment, pick ONE of the following positions to argue:

- Argument 1: Randomized clinical trials do NOT always provide better evidence of causality than observational epidemiologic studies.

Or

- Argument 2: Randomized clinical trials always provide better evidence of causality than observational epidemiologic studies.

In your paper discuss:

1. RCTs: Advantages and disadvantages
2. Observational studies: Advantages and disadvantages
3. Discussion: make your argument for whichever position you have chosen to take. Discuss issues related to causal evidence, validity, bias (cite textbooks as appropriate). Reference actual studies that give examples supporting your position/statements. As a public health professional, how do the advantages and disadvantages of each approach inform and influence your basis for public health action?

### **Assignment Due Dates**

Assignments are expected to be turned in by being uploaded into Folio not later than the due date/time posted on the Folio dropbox/quiz.

Late submission of assignments will result in a grade reduction of 5% for every 24 hours, unless there is a documented personal or family emergency or illness. For example, for an assignment that is due on Thursday at 7:00 pm, if someone submits it on the coming Saturday at 6.59pm, then: Final Grade = Grade \* 90%

There are times when extraordinary circumstances occur (e.g., serious illness, death in the family, etc.). In such circumstances, please consult with the instructor within a reasonable amount of time. The instructor will consult the college administrators and verify the reported circumstances before any exemptions or extensions can be granted. Extensions are not guaranteed and will be granted solely at the discretion of the instructor.

Following Directions: In order to receive full credit for each assignment, they must be turned in on time and all sections completed. Detailed instructions for completion of these exercises will be provided on Folio.

Failure to follow directions for the assignment (excessive spelling or grammatical errors, etc.) may result in the loss of points from the final grade for each occurrence.

Course grading depends heavily on the student's ability to convey his or her thoughts in writing. Papers that are poorly written and/or have errors in spelling or grammar will not effectively convey the student's ideas. Thus, students who have difficulty with writing should seek help from a writing specialist and/or private tutor.

### 3. EXAMINATIONS

Examinations may include, but are not limited to, essay questions, multiple choice questions, matching and fill-in the blank. All exams will be held during the regular class session. Examinations will cover assigned readings and lecture material.

Course grading depends heavily on the student's ability to convey his or her thoughts in writing. Papers that are poorly written and/or have errors in spelling or grammar will not effectively convey the student's ideas. Thus, students who have difficulty with writing should seek help from a writing specialist and/or private tutor.

#### Academic Feedback:

Timely academic feedback will be provided as the course progresses. The professor intends to have components of the cumulative class grade reported to the student prior to the midpoint of the total grading period.

Prior to midpoint of the total grading period, all assigned and "turned in" graded class assignments and examinations should be graded and available to the student.

The student should make every effort to be available during the instructor's office hours for discussion of the student's academic standing prior to the midpoint of the total grading period (particularly for components that rely on subjective grading).

#### **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.

## **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 72 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.

## **Course Expectations**

1. This course is fast-paced and students should not allow themselves to fall behind since it will be very difficult to catch-up. Students are also encouraged to contact the Instructor through email or Folio, if questions arise regarding presented material or course format.
2. To receive maximum points for any assignment, activity, exercises, or quiz questions, students need to follow the instructions carefully, follow word limits as instructed and use Spell Check. There will be deductions if these guidelines are not followed.

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.

There are times when extraordinary circumstances occur (e.g., serious illness, death in the family, etc.). In such circumstances, 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.

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

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

## **Class Attendance and Participation Policy**

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

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

Students participating in authorized activities as an official representative of the University (i.e., athletic events, delegate to regional or national meetings or conferences, participation in university-sponsored performances, and **JPHCOPH funded**) will not receive academic penalties and, in consultation with the instructor of record, will be given reasonable opportunities to complete assignments and exams or given compensatory assignment(s) if needed. The student must provide written confirmation from a faculty or staff advisor to the course instructor(s) at least 10 days prior to the date for which the student will be absent from the class. The student is responsible for all material presented in class and for all announcements and assignments. When

possible, students are expected to complete these assignments before their absences. In the event of a disagreement regarding this policy, an appeal may be made by either the student or the instructor of record to the corresponding college dean. (*University Graduate Catalog*)

### **Academic Misconduct**

As a student registered at this University, it is expected that you will adhere to only the strictest standards of conduct. It is recommended that you review the latest edition of the *Student Conduct Code* book, as well as the latest *Undergraduate & Graduate Catalog* to familiarize yourself with the University's policies in this regard. Your continued enrollment in this course is an implied contract between you and the instructor on this issue; from this point forward, it is assumed that you will conduct yourself appropriately.

### **Plagiarism:**

According to the Academic Dishonesty Policy of Georgia Southern University, Plagiarism includes (but is not limited to):

- A. Directly quoting the words of others without using quotation marks or indented format to identify them.
- B. Using published or unpublished sources of information without identifying them.
- C. Paraphrasing material or ideas without identifying the source.
- D. Unacknowledged use of materials prepared by another person or agency engaged in the selling of term papers or other academic material.

If you are accused of plagiarism by a JPHCOPH, the following policy, as per the Judicial Affairs website: (<http://students.georgiasouthern.edu/judicial/faculty.htm>) will be enforced:

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

#### **First Offense - In Violation Plea**

1. If the professor and the Dean of Students agree that the evidence is sufficient to warrant a charge of academic dishonesty, the professor should contact the Office of Judicial Affairs to determine if this is a first violation of academic dishonesty. The incident will be reported via the following website: <http://students.georgiasouthern.edu/judicial/faculty.htm>
2. If it is a first violation, the professor should talk with the student about the violation. **If the student accepts responsibility in writing and the professor decides to adjudicate the case, the following procedures will be followed:**
  - a. The student will be placed on disciplinary probation for a minimum of one semester by the Office of Judicial Affairs.
  - b. The student will be subject to any academic sanctions imposed by the professor (from receiving a 0 on the assignment to receiving a failing grade in the class).
  - c. A copy of all the material involved in the case (Academic Dishonesty Report Form and the Request for Instructor to Adjudicate Form) and a brief statement from the professor concerning the facts of the case and the course syllabus should be mailed to the Office of Judicial Affairs for inclusion in the student's discipline record.

#### **First Offense - Not in Violation Plea (student does not admit the violation)**

If the professor and the Dean of Students agree that the evidence is sufficient to warrant a charge of academic dishonesty, the professor should contact the Office of Judicial Affairs to determine if this is the first or second violation of academic dishonesty. The student will be charged with academic dishonesty and the University Judicial Board or a University Hearing Officer would hear the case. If the student is found responsible, the following penalty will normally be imposed:

- a. The student will be placed on Disciplinary Probation for a minimum of one semester by the Office of Judicial Affairs.
- b. The student will be subject to any academic sanctions imposed by the professor.

### **Second Violation of Academic Dishonesty**

If the professor and the Dean of Students agree that the evidence is sufficient to warrant a charge of academic dishonesty, and if it is determined this is the second violation, the student will be charged with academic dishonesty and the University Judicial Board or a University Hearing Officer would hear the case.

**If the student is found responsible, the following penalty will normally be imposed:**

- a. Suspension for a minimum of one semester or expulsion.
- b. The student will be subject to any academic sanctions imposed by the professor.

### NOT RESPONSIBLE FINDING

When a student is found not responsible of academic dishonesty, the work in question (assignment, paper, test, etc.) would be forwarded to the Department Chair. It is the responsibility of the Chair to ensure that the work is evaluated by a faculty member other than the individual who brought the charge and, if necessary, submit a final grade to the Registrar. For the protection of the faculty member and the student, the work in question should not be referred back to the faculty member who charged the student with academic dishonesty.

In the case of a Department Chair bringing charges against a student, an administrator at the Dean's level will ensure that the student's work is evaluated in an appropriate manner.

### CONFIDENTIALITY

In accordance with provisions of the Family Educational Rights and Privacy Act of 1974 and the Georgia Open Records Act, any information related to a violation of academic dishonesty or the outcome of a judicial hearing regarding academic dishonesty, is prohibited and must be treated as confidential by members of the faculty."

### Disability-related Accommodations

Georgia Southern University is committed to providing reasonable accommodations to students with documented disabilities as required under federal law. Disabilities may include ADD or AD/HD, autism spectrum disorder, brain injury, chronic medical conditions, communication disorders, hearing loss, learning disabilities, mobility impairment, psychological disorders, visual impairment or temporary injuries. The purpose of disability accommodation is to provide equal access to the academic material and equal access to demonstrate mastery of the material. If you have a disability and need accommodations, please contact the Student Accessibility Resource Center (SARC). You will need to meet with a SARC staff member who can help you gather documentation of your disability or refer you to an appropriate resource for assessment. Once documentation of the disability is approved, SARC staff will provide you with an accommodation letter detailing the approved accommodations which you should present to me

so we can discuss and implement your accommodations. Disability accommodations work best starting at the beginning of the semester, but can be approved and started at any point in the semester. Accommodations start at the time the accommodation letter is presented to faculty within reasonable timelines; accommodations are not given retroactively. SARC on the Statesboro campus is located on the second floor of Cone Hall and the phone number is (912) 478-1566. SARC for Savannah and Liberty campuses is located on the second floor of Memorial College Center and the phone number is (912) 344-2572.

### **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 with the semester schedule, and can be found at: <http://em.georgiasouthern.edu/registrar/resources/calendars/>

### **One Final Note**

The contents of this syllabus are as complete and accurate as possible. The instructor reserves the right to make any changes necessary to the syllabus and course material to ensure better student learning. The instructor will announce any such changes in class. It is the responsibility of the student to know what changes have been made in order to successfully complete the requirements of the course.

This syllabus, my lecture notes, and all materials distributed and presented during this course are protected by copyright law. You are authorized to take notes in this class but that authorization extends to only making one set of notes for your personal use and no other use. You are not authorized to sell, license, commercially publish, distribute, transmit, display, or record notes from this class unless you have my written consent to do so.

## **STUDENT CONDUCT CODE**

The Student Conduct Code is the official University publication governing student conduct and behavior. It is the responsibility of each student to become familiar with the rules and regulations governing student life. Student conduct procedures, appeal procedures, and disciplinary sanctions are found in the Student Conduct Code at <http://students.georgiasouthern.edu/conduct>. I acknowledge that I have read and understand this statement referencing the Student Conduct Code.

## **ACADEMIC DISHONESTY**

The University goal is to foster an intellectual atmosphere that produces educated, literate people. Because cheating and plagiarism are at odds with that goal, they shall not be tolerated in any form. Students are expected to adhere to the rules and regulations as set forth in the Student Conduct Code. Therefore, all work submitted by a student must represent that student's own ideas and effort; when the work does not, the student has engaged in academic dishonesty. Plagiarism occurs when a person passes in another person's work as his or her own, borrows directly from another person's work without proper documentation, and resubmits his or her own work that has been previously submitted without explicit approval from the instructor. For example, academic dishonesty occurs whenever a student participates in any of the following: Cheating submitting material that is not yours as part of your course performance; using information or devices that are not allowed by the faculty; obtaining and/or using unauthorized materials; fabricating information, research, and/or results; violating procedures prescribed to protect the integrity of an assignment, test, or other evaluation; collaborating with others on assignments without the faculty's consent; cooperating with and/or helping another student to cheat; demonstrating any other forms of dishonest behavior. Plagiarism directly quoting the words of others without using quotation marks or indented format to identify them; using sources of information (published or unpublished) without identifying them; paraphrasing materials or ideas without identifying the source; self-plagiarism - resubmitting work previously submitted without explicit approval from the instructor; unacknowledged use of materials prepared by another person or agency engaged in the selling of term papers or other academic material. NOTICE: The list above is intended only to provide general guidelines for recognizing and avoiding common types of academic dishonesty. It is in no way an exhaustive or comprehensive list of all the types of academic dishonesty. For more information about academic honesty, see the Student Conduct Code at <http://students.georgiasouthern.edu/conduct>. I acknowledge that I have read and understand the Academic Dishonesty Policy.

I have read the syllabus and understand the contents and course requirements.

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Student Name (print)

Student Signature

Date