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Fall 2021

## PUBH 4132: Health Promotion Program Planning I

Raymona H. Lawrence

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

**PUBH 4132: Health Promotion Program Planning I**  
Fall 2021

<b><u>Instructor:</u></b>	<b>Raymona Lawrence, DrPH, MPH</b>
<b><u>Office:</u></b>	Hendricks Hall 2006; Zoom
<b><u>Phone:</u></b>	(912) 478-2489
<b><u>E-Mail Address:</u></b>	<a href="mailto:rlawrence@georgiasouthern.edu">rlawrence@georgiasouthern.edu</a> ; USE FOLIO
<b><u>Office Hours:</u></b>	By Appointment
<b><u>Class Meets:</u></b>	Tuesday & Thursday 12:30 -1:45 pm

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

**Prerequisites:** HLTH 2130 or permission from the instructor. Co-requisite: HLTH 4134 Research Methods and Evaluation. (2013-2014 Georgia Southern University Undergraduate and Graduate Course Catalog)

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

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

**Catalog Description**

Provides the student with the theory and practical applications of planning, developing, implementing and evaluating health promotion programs in a variety of settings. The focus will be on a global approach to planning with emphasis on the 5 settings for health promotion programming which include school, community, clinical, college, and worksite settings.

**Required Textbook:**

1. McKenzie, J. F., Neiger, B. L., & Thackeray, R. (2013). *Planning implementing & evaluating health promotion programs: A Primer (6<sup>th</sup> Edition)*. San Francisco, CA: Pearson Benjamin Cummings.
2. American Psychological Association. (2010) *Publication Manual of the American Psychological Association (6<sup>th</sup> Ed)*. Washington, DC: Author.

### **BSPH Core Student Learning Outcomes:**

1. Students will develop a health promotion program plan to assess needs and capacities that affect a selected community's health
2. Students will apply public health evidence-based strategies to the development of health programs.
3. Students will demonstrate the ability to apply cultural competence strategies in public health practice and communication
4. Students will create strategies for promoting health improvement and disease prevention

**Student Learning Outcomes\*:** At the end of this course, each student will be able to complete the following:

1. Utilize health related data about social and cultural environments, growth and development factors, needs and interests.
2. Identify physical, social, emotional and intellectual factors influencing health behaviors relevant to a proposed health education curriculum/program.
3. Design developmentally appropriate interventions by identifying individual learning styles.
4. Develop developmentally appropriate mission, goal and objectives statements, and rationale supporting the need for a proposed health education curriculum/program.
5. Apply principles of community organization in planning a health education curriculum/program.
6. Determine the range of health-related knowledge and skills requisite to a proposed curriculum/program.
7. Develop a scope and sequence of subject areas and strategies to address a selected health issue/topic.
8. Apply theoretical and conceptual models from health education and related disciplines to improve program delivery.
9. Incorporate demographically and culturally sensitive techniques when promoting programs.
10. Demonstrate both proficiency in communicating health information and health education needs by appropriately using oral, electronic, and written techniques for communicating health education information.

\*All course objectives are based on the responsibilities, competencies, and sub-competencies identified in the *A Competency-Based Framework for Health Educators* (NCHEC, SOPHE, & AAHE, 2010).

<http://www.nchec.org/files/items/nch-mr-tab3-110/docs/areas%20of%20responsibilities%20competencies%20and%20sub-competencies%20for%20the%20health%20education%20specialist%202010.pdf>

### **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.

## **COURSE REQUIREMENTS & ASSESSMENT:**

### **A. Productivity/Educational Tools Presentation [10 pts]**

Part 1 (Individual): Each student will choose one productivity/educational tool (e.g. Trello, Loom, Evernote, Zapier, etc) to present to the class. Each student will prepare a PowerPoint Presentation explaining the features of the tool, practical uses for the tool in Health Promotion Program Planning (practical uses for your group and/or for your work with the community), and 1-2 alternatives to the tool and present it to the class.

Part 2 (Group): The group should choose 1-2 of the tools to use to facilitate group work in the course. The group should prepare a group presentation that includes 3-5 slides describing their choice of productivity/educational tools they will use in the course and the rationale for this choice. This exercise will allow students to get to know group members and their work styles....and give the class some tips on how to optimize our educational experience via these productivity tools.

### **B. The Long-Distance Leader/17 Essential Qualities of a Team Player [20 Pts]**

Leadership and Team Building are essential to the field of public health and are equally as essential to your success in this course. Remote teams are extremely common in public health and will be the way you carry out many public health programs. Therefore, you will learn this skill throughout this course both by reading the assigned books and by experiencing long-distance leadership and team building first-hand.

All Students will thoroughly read ALL chapters assigned for the Long-Distance Leader and the 17 Essential qualities. However, students will only present their assigned chapters. A PowerPoint template is provided via Folio. Creativity is key in this assignment. Use the provided PowerPoint template to outline 1) the main discussion points from the assigned chapters; 2) Discussion questions related to the assigned chapters and to the class topic for the week or group work in general, and 3) Conclusions and Discussion questions.

Presenters should NOT recite the chapter points word for word. All students are expected to have read the chapter. Therefore, please present the main points with the assumption that students have already read. Therefore, we are having a discussion, you are not teaching them something they have not read or seen before. The conclusions can be bullet points, a short video that ties the message in to our work in class, etc. Be Creative. Please prepare two discussion questions. Presenters have 30 minutes for the complete presentation.

Please email Dr. Lawrence with any additional questions/concerns.

### **C. Examinations [150 points]**

There will be a midterm (50 points) and a final (100 points) for this class. The midterm and final will be given online. Exam material will cover: chapters, articles, handouts from course lectures, discussions, and activities. The format may include multiple choice, fill-in-the-blank, matching, and /or short answer items. A large portion of the CHES exam is from this information.

**D. Quizzes [40 points]**

Quizzes will be posted on your Folio page for this course. There will be a total of 8 quizzes, one for each chapter of the required text. The quizzes will be 5 points. You will have 2 opportunities to take the quiz. Your highest grade will count.

**E. Team Program Proposal [100 points]**

You will be placed in a group with 4-5 other students for your health project. As a group, you will work on one community project. Through the next two semesters, you will work with this group to plan, implement and evaluate a community health program. **Details included on Folio.**

**F. Assignments**

You will be asked to complete 6 group assignments ranging from 5-20 points throughout the semester to prepare you for your final project. Each team will turn in an assignment **as a group which means that only one assignment is submitted per group.** Each of the assignment deadlines are listed on the syllabus and posted on Folio. The due dates and times are in Folio’s calendar and listed in Dropbox (please review and plan accordingly).

**NO LATE ASSIGNMENTS.**

**G. Proposal “Connecting the Dots” Presentation [25 points]**

During the final weeks of the course you will give a 10-minute presentation to highlight the aspects of your proposed program. A grading rubric will be posted on Folio. The last group presentations deserve the same attention and courtesy as the first group. You will be evaluated by Dr. Lawrence, other invited instructors, and students in Program Planning II.

**Overview of the content to be covered the semester:**

Date	Topics	Readings	Quiz/Assignments All due by 11:59pm on Sunday
Week 1: August 12	8/12: Introduction & Overview; Group Assignments/Group Dynamics Training; Community Partner		Productivity/Educational Tools Research
Week 2: August 17/19	8/17: Productivity/Educational Tools Presentations; The Long- Distance Leader (1); 17 Essential Qualities of a Team Player (1)  8/19: Literature Reviews/The Long-Distance Leader (2,3); 17 Essential Qualities of a Team Player (2)	Ch 1 Ch 2	Complete Quizzes 1 & 2 (due 8/22)  <b>MEET WITH COMMUNITY PARTNER: Introductions/Discuss Topic</b>
Week 3: August	8/24: Lit Review	Ch 3	Complete Quiz 3 (due 8/29)

24/26	8/26: The Long-Distance Leader (4,5); 17 Essential Qualities of a Team Player (3)		
Week 4: August 31/ September 2	8/31: Lit Review Presentations 9/2: Lit Review Presentations		
Week 5: September 7/9	9/7: Needs Assessment 9/9: The Long-Distance Leader (Section 3 Intro & 6); 17 Essential Qualities of a Team Player (4)	Ch 4	A1. Lit Review (20pts) (Due 9/12) Complete Quiz 4 (due 9/12) <b>MEET WITH COMMUNITY PARTNER: Assess Needs</b>
Week 6: September 14/16	9/14: Program Planning Q&A 9/16: Mission statement, goals, and objectives <b>*Complete Mid Term</b>		<b>*MIDTERM (CH 1-4): ONLINE Due 9/19</b>
Week 7: September 21/23	9/21: Mission statement, goals and objectives; <b>Connect the Dots</b> 9/23: The Long-Distance Leader (7); 17 Essential Qualities of a Team Player (5)	Ch 6	Complete Quiz 6 (due 9/26) A2. Needs Assessment (20 pts) (Due 9/26)
Week 8: September 28/30	9/28: Theories and Models 9/30: The Long-Distance Leader (8); 17 Essential Qualities of a Team Player (6);		<b>MEET WITH COMMUNITY PARTNER: Mission/Goals/Objectives</b>
Week 9: October 5/7	10/5: Intervention Plan 10/7: The Long-Distance Leader (9); 17 Essential Qualities of a Team Player (7);		<b>October 7<sup>th</sup>: Last Day to Withdraw Without Academic Penalty</b>
Week 10: October 12/14	10/12: Intervention Plan/Evaluation (Instrument) 10/14: Evaluation (Instrument)	Ch 7	Complete Quiz 7 (due 10/17) A3. Framework (5 pts) Due 10/17 A4. Miss/Goal/Obj. (10 pt) Due 10/17
Week 11: October 19/21	10/19: Evaluation (Instrument) 10/21: Check-Ins with Dr. Lawrence	Ch 8 Ch 9	Quiz 8 & Quiz 9 (Due 10/24) A5. Intervention Plan (15 pts) (Due 10/24)
Week 12: October 26/28	10/26: Connecting the Dots 10/28: Connecting the Dots		A6. Planning Committee (5 pts) Due 10/31

Week 13: November 2/4	<b>11/2: Presentation Prep</b> <b>11/4: Presentation Prep</b>		FINAL COPY OF PRESENTATION DUE IN DROPBOX 11/7 @ 11:59p
Week 14: November 9/11	<b>11/9: E Portfolio Prep</b> <b>11/11: E Portfolio Prep</b>		<b>E PORTFOLIOs Due THURSDAY, NOVEMBER 14<sup>th</sup> in Dropbox BEFORE 1:45 PM</b>
Week 15: November 16/18	<b>11/16: PPII Presentations</b> <b>11/18: PPI Presentations</b>		
Week 16: November 23/25	<b>THANKSGIVING BREAK: NO CLASS!!</b>		<b>GIVE THANKS!!</b>
Week 17: November 30	<b>11/30: Final Exam Prep</b>		<b>MEET WITH COMMUNITY PARTNER: Discuss Final Project; Plans for next semester/Implementation</b>
<b>Week 18: December 8</b>	Final Exam 12:30-2:30pm		<b>Final Exam</b>

### 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

Class meetings will be a combination of lecture, class discussion, and active participation. 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.

### Grading

#### Course Evaluation:

<b>Assignment</b>	<b>Points</b>
Productivity/Educational Features	10
The Long-Distance Leader/17 Essential Qualities	20
Quizzes x 8 @ 5 pts	40
Midterm	50
Final	100
E Portfolio	100

Proposal Presentation “Connecting the Dots”	25
Group Assignments (A1- A6)	75
<b>Total</b>	<b>420</b>

**Points are subject to change; however, the grading scale will remain consistent as listed below.**

**Course Grading Scale:**

<b>POINTS</b>	<b>Grade</b>
378-420	A
336-377	B
294-335	C
252-293	D

**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**

#### **Student Expectations and Responsibilities:**

1. There will be no make-up exams given. Exams are the property of the professor, any exams removed from the classroom by students will result in the score of a "0" being assigned for that exam, and an "F" for the entire course. You must notify the professor IN ADVANCE if you have a university excused absence or a make-up test will not be offered. Any person not showing up for an exam without prior notification automatically receives an "F".

No make-up tests are given except for a university excused absence with full documentation. If you miss a test, you have one week to make the exam up. If it is not made up within one week, you will receive 0 points for the exam. You have 24 hours after a test is taken by the class to contact me via email to schedule your make-up exam.

2. The final exam is mandatory.
3. Late work assignments are not accepted. Most assignments will be submitted through Folio (a day and time will be posted).
4. Please consult the STUDENT CONDUCT CODE 2014-15 for course policy concerning issues related to academic dishonesty. Anyone caught violating any of these regulations will be immediately reported to GSU's Judicial Board and be assigned an "F" for the course.
5. The last day to drop without academic penalty is October 7, 2021.
6. Samples of your work may or may not be reproduced for research purposes and/or inclusion in the professor's teaching portfolio. You have a right to review anything selected for use, and subsequently ask for its removal.
7. This syllabus, my lectures, and all materials distributed and presented by me during this course are protected by copyright law. You are authorized to take notes in this class but that authorization extends only to 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.

8. If you are receiving services from the Student Disability Resource Center (SDRC), please notify me as soon as possible, to schedule an appointment to present me with your accommodation letter.
9. This course will use Folio (Desire 2 Learn) as a course supplement. You are responsible for all material uploaded online. To do well in this course you must check Folio regularly for any messages that I might have for you.
10. Read communication rules, technology requirements, netiquette requirements and other materials posted in the Course Information module. This module provides you important information regarding course requirements and course management.
11. When you need to contact me, please do so through FOLIO email account. Please give me 48 hours to respond to emails. To write a **professional** email, please include the following:
  - a salutation,
  - identify who you are,
  - what the contact is in reference to (i.e. PUBH4132), and
  - what you would like me to do.At the bottom of the email, please type out your name.

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

Cell phones are expected to be OFF (or on silent) and OFF your person (in your purse or book bag) at all times during all classes. If your cell phone goes off during class, you are using the phone (i.e. texting) or cell phone is on your desk/ person at any time during any lecture you will be asked to leave the class and will lose 15 points from your total grade every time this happens. In case of an emergency, please notify me prior to class.

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

**Attendance** – Due to the nature and structure of this course, class attendance is of utmost importance. You are responsible for any material covered or distributed in class, including any announcements, whether or not you are present. not be a deduction for absences. However, You are EXPECTED to participate in online group meetings on Zoom. The instructor will verify your attendance through the recordings.

*Georgia Southern believes that significant student learning occurs in the classroom and recognizes the importance of in-class experiences, and if missed by a student even for legitimate reasons, cannot be fully recovered.*

**Participation?** Chapters should be read before coming to class, participating in class activities and discussions, and being responsible for turning in assignments on time. You are expected to spend an average of at least twelve hours in preparation/homework for this class per

week. Sleeping with eyes open or closed, texting, earphones in, chatting, checking Facebook or Instagram, emailing are not considered “participating”. Deductions will be given to students found on their phones during class. This includes during group work.

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 Undergraduate & 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."

### 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 Disability Resource Center (SDRC) 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 SDRC 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/>

### One Final Note

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

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

## **STUDENT CONDUCT CODE**

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

## **ACADEMIC DISHONESTY**

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

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

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Student Name (print)

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Student Signature

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Date