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PUBH 4133: Health Promotion Program Planning II

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Georgia Southern University
Jiann-Ping Hsu College of Public Health
PUBH 4133: Health Promotion Program Planning II
Fall 2021

Lecturer: Kristina Harbaugh, DrPH
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Phone: 912-334-3017
Email: kharbaugh@georgiasouthern.edu
Office Hours: M/W 12:30- 2:00 pm, T/TH 2:00-3:00 pm
Class Meets: Tuesdays & Thursdays, 12:30-1:45

"Never doubt that a small group of thoughtful, committed citizens can change the world. Indeed, it is the only thing that ever has."
~Margaret Mead

Prerequisites: A minimum grade of "C" in PUBH 4132 Health Program Planning I

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

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

Catalog Description:

Introduces students to additional theory and application of community-based program planning and evaluation. The second of a two-course sequence, the focus will be on program implementation, evaluation, and reporting of the health promotion plan developed during the prior semester. Students will gain first-hand experience in conducting an evaluation of a community health education program. Prerequisite(s): A minimum grade of "C" in HLTH 4132.

Required Textbook:

McKenzie, J. F., Neiger, B. L., & Thackeray, R. (2013). *Planning implementing & evaluating health promotion programs: A Primer (6th Edition)*. San Francisco, CA: Pearson Benjamin Cummings.

American Psychological Association. (2010) *Publication Manual of the American Psychological Association (6th Ed)*. Washington, DC: Author.

BSPH Outcomes and Competencies: At the end of this course, each student will be able to complete the following:

1. Students will demonstrate the ability to assess population needs, assets, and capacities that affect communities' 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.

CEPH BSPH Competencies

1. Identify and assess public health problems to develop appropriate public health education programs based on sound theoretical foundations of health behavior.
2. Design, implement, and evaluate public health educational programs for identified health problems for at-risk populations and communities.
3. Analyze evidence-based and innovative best practices of healthy behaviors to appropriate audiences
4. Demonstrate effective communication and advocacy skills for populations.
5. Apply the basic methodology and research design, data collection and data analysis for identification of health trends and public health problems.

Public Health Communication

The ability to communicate public health information, in both oral and written forms, through a variety of media and to diverse audiences

Information Literacy

The ability to locate, use, evaluate and synthesize public health information

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

Assessment of Student Learning:

A. Assignments [190 points]

There will be a series of 10 assignments ranging in points from 5-35. Please refer to the syllabus for the dates they are due. All assignments are due the Sunday of the designated week by 11:59 pm. If you are working with a partner, you accept the same grade for the assignments, each individual is attesting that they made significant contributions to the work and the final copy sent to the instructor has been approved by each partner.

B. Peer Evaluations [20 Pts]

Throughout the semester, you should have an idea of how you and your team members are progressing on your project. You are encouraged to keep an open dialog with your team members about issues as they arise. In addition, you will fill out an evaluation of yourself and your team members. These should be filled out and should address only the previous weeks' performance (both positive and negative). You will be assessed points based on your performance according to yourself and your group members as well as on the quality of the

feedback you provide on others. Rating your group members without substantiating your scores will lead to a lower grade. Please note that your assessment will be confidential, but the average of all the ratings for each assessment will be provided to each team member. There is a place on the evaluation form to write messages directly to me that will not be seen by anyone else. In the event that an issue occurs that needs immediate assistance from me, please email or call. **The average peer evaluation will be incorporated into your final peer evaluation grade.** This is to encourage you to be truthful with each of your teammates (**4 Evaluations @ 5 pts each**). You will use CATME for peer evaluations.

C. Final Exam [50 points]

There will be a final (50 points) for this class. The final will be on the assigned time and date for this course. Exam material will cover: Chapters 3, 6, 8, 10-15, 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 [30 points]

Quizzes will be posted on your Folio page for this course. There will be a total of 6 quizzes, one for each chapter of the required text. The quizzes are worth 5 points and you will have 2 opportunities to take the quiz, your highest grade will count. The quizzes will close according to the class schedule.

E. Team Program Portfolio (ELECTRONIC) [100 points]

Each group will be required to provide an ELECTRONIC PORTFOLIO of their entire project in a professional, organized, and creative way. This binder will be turned in VIA FOLIO at the completion of the class. All components will be typed, double-spaced and spiral bound. See “Project Binder Headings” for a list of what should be included. Note—this is a group grade. I would encourage you to begin putting this together at the beginning of the semester and for each member to have their own copy of the Electronic portfolio contents. **The Portfolio is due on Sunday, November 24th VIA FOLIO in the form of a group electronic report on Folio.**

Why? This is a compilation of your project pieces throughout the semester. It provides evidence (to me, yourself, family, graduate schools and future employers) that you have completed a project that fulfills most of the KSAs (knowledge, skills and abilities) expected of an entry-level Health Education Specialist. It is your culminating Senior Project that uses all you’ve learned in HEP classes—be proud!

F. Final Presentation [25 points]

During the final weeks of the course you will give a 15-minute presentation to highlight the aspects of your proposed program. A grading rubric is posted on Folio. ---The last group presentations deserve the same attention and courtesy and the first group. You will be evaluated by the instructor and a panel of guests.

G. External Evaluation [25 points]

Your community partner will evaluate you individually based on your performance throughout the semester. An evaluation is posted on Folio. Check Folio for dates to send the evaluation letter and for the date to receive it back from your community partner. Again, this is an individual assignment so make sure that the community partner sees your individual professionalism and commitment to the success of the program.

H. Attendance [Deduction]

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. Attendance will be taken regularly. **There will be a 5-point deduction on each absence from your total grade.**

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 FB or Instagram, emailing are not considered “participating”. ANYONE SEEN DOING ANY OF THESE ACTIVITIES WILL RECEIVE A 5 POINT DEDUCTION IN PARTICIPATION.

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

Overview of the content to be covered during the semester:

| Week | Topic | Readings | Quiz/Assignments |
|---|--|-----------------|--|
| 1 Aug 12 | 12. Welcome Back and Syllabus Review | Ch 10 | |
| 2 Aug 17/19 | 17. Chapter 10 overview Plan Demonstration of Lessons, Instrument, Budget 19. Chapter 11 overview | Ch 11 | Identification and Allocation of Resources Marketing: Recruiting for your program Quiz 1(Ch10)/Quiz 2 (Ch 11) Due Aug 29th A1. Budget (5 pts) Due: Aug 29th A2. Updated: Implementation and Lesson Plan (10 pts) Due: Aug 29th |
| 3 Aug 24/26 | 24. Meet with community partner via ZOOM (No class) 26. Chapter 12 overview | Ch 12 | Implementation Quiz 3 (Ch 12) Due Sep 5th A3. Methods (20pt) Due: Sep 5th |
| 4 Aug 31 Sep 2 | 31. Chapter 13 overview 2. Writing the results section | Ch 13 | |

| | | | |
|-------------------------------|--|-------|---|
| 5 Sep 7/9 | 7. Chapter 14 overview 9. PPII Words of Wisdom to PPI: via ZOOM | Ch 14 | Evaluation Overview Quiz 4 (Ch. 13) Due Sep 19th A4. Updated Intro Due: Sep 19th Informed Consent/CITI Due: Sep 19th |
| 6 Sep 14/16 | 14. Chapter 15 overview 18. No class-work on Google Form/Instrument (send to Dr. Harbaugh for feedback) | | |
| 7 Sep 21/23 | 23. No class-work on webinar 25. Program/Binder Review “Connecting the Dots” Worksheet | | Evaluation Approaches and Designs Quiz 5 (ch 14) Due: Sep 26th Peer eval 1 Due: Sep 26th |
| 8 Sep 28/30 | 2/4. Programs In the Field/ready webinar for presentation | | |
| 9 Oct 5/7 | 9. Programs In the Field/ present webinar 11. No class-work on Results/Discussion outline | Ch 15 | External Evaluation EMAILED TO COMMUNITY PARTNER THIS WEEK/ COMPLETED BY COMMUNITY PARTNER FOR EACH TEAM MEMBER SEPARATELY: Due: Oct 17th Results/Discussion Outline Due: Oct 17th |
| 10 Oct 19/21 | 23. Data analysis and reporting/video 25. Writing the discussion section | | Data Analysis and Reporting Quiz 6 (Ch 15) Due: Oct 17th |
| 11 Oct 26/28 | 30. No class work with group on Results 1. No Class- work with group on discussion | | Results Due: Nov 7th A7. Discussion Due: Nov 7th |
| 12 Nov 2/4 | 6. Revise results and discussion according to feedback (No class) | | |

| | | | |
|----------------------------------|---|--|--|
| | 8. Prepare for PowerPoint presentations (No class) | | |
| 13 Nov 9/11 | 13. Workday-work on presentation (No class) 15. Workday- work on Electronic Portfolio Preparation (No class) | | A5. External Evaluation DUE FROM COMMUNITY PARTNER BY Nov 14th A8. Abstract Due: Nov 14th |
| 14 Nov 16/18 | 20. Course wrap-up/Review for Final 22. No class-study for final/finish presentation | | Group Electronic Portfolio Due on Folio (100 pts) Nov 21st Peer eval 2 Due Nov 21st Presentation Due Nov 21st |
| 15 Nov 22-26 | Thanksgiving Break | | |
| 16 Nov 30 Dec 2 | 27. PPII Presentation (Group 1) PPI Presentation (Group 1) 29. No class-study for final/submit binder | | Binder due Dec 2nd |
| 17 Dec 7th | Final: In Class- 12:30 – 2:30pm Written 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

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:

| Assignment | Points |
|-----------------------------|---------------|
| Peer Evaluations 2 @ 20 pts | 40 |
| Quizzes 6 @ 5 pts | 30 |
| Final | 50 |
| Team Program Binder | 100 |
| Final Presentation | 25 |
| Assignments (10 total) | 190 |
| Total | 435 |

| | |
|------------|----|
| Attendance | -? |
|------------|----|

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

Course Grading Scale:

| Points | Grade |
|---------|-------|
| 396-440 | A |
| 352-395 | B |
| 308-351 | C |
| 264-307 | D |

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

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 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."

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. For the Armstrong and Liberty campuses, you can also reach the Dean of Students Office at (912) 344-2514 or 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.

Student Name (print)

Student Signature

Date