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PUBH 4231 - Health Aspects of Aging

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Georgia Southern University
Jiann-Ping Hsu College of Public Health

PUBH 4231- Health Aspects of Aging
Fall 2021

<u>Instructor:</u>	Jamie Cromley, MPH
<u>Office:</u>	Hendricks Hall, Room 2002
<u>Phone:</u>	(912) 478-2291
<u>E-Mail Address:</u>	jcromley@georgiasouthern.edu
<u>Office Hours:</u>	Tuesdays 10:00am-12:00pm and 2:00pm-3:00pm Thursdays 10:00am-12:00pm or by appointment
<u>Class Meets:</u>	Fully Online

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

Prerequisites: HLTH 1520-Healthful living, sophomore status and above

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

Catalog Description

This course is intended to familiarize students with promotion of health in an aging population, the notion that aging is a natural part of the lifecycle, community, state and federal health programs and services for the aged. Students will become acquainted with the process of and problems associated with aging in order to effectively manage this important public health issue. Specific health concerns of the elderly including the increase in life expectancy, current life extending research and technology and successful aging will also be examined. Knowledge and understanding of biological, psychological, and sociological aspects of aging as related to health and wellness will be discussed

Required Textbook:

Health In the Later Years by Rebecca and Armeda Ferrini (2013), 5th edition. ISBN: 978-0-07-802849-6

Folio readings: Additional readings will be posted under each learning module

Performance Outcomes:

At the end of this class, the student will be able to:

- Describe the impact of healthful aging on the individual, family, and society.
- Identify health implications of living longer, as well as the physiological and psychological aspects of aging and health promotion issues.
- Articulate attitudes toward the elderly of discrimination, sexuality, and institutionalization.
- Examine inherent medical and social problems encountered by the aged, including the dynamics of poverty and elder abuse.
- Describe retirement trends and its implications for the health of older person.

- Discuss the effects of increased longevity on healthy aging, as well as the effects of death and terminal illness on the family.
- Compare and contrast living arrangements in later life, including those for the healthy, frail, and mentally ill.
- Describe trends in primary, secondary, and tertiary elder health care, including managed care and Medicare.

Class Organization

There are six modules to complete during the course. Even though this is a fully online course, it is not a work at your own pace course. Each module will have a start date and an end date. It is important that you review the course schedule and deadlines regularly to complete the course. Each module has a task list for you to complete. Assignment requirements will vary from module to module. Please review the task list for EACH module to make sure you have completed the necessary coursework to proceed to the next module.

Module #	Module Name	Start Date	End Date	Points
1	State of Aging in the United States	Wednesday, 8/11/21	Friday, 8/27/21	50
2	What is Healthy Aging?	Monday, 8/30/21	Friday, 9/17/21	50
3	Other Health Concerns	Monday, 9/20/21	Friday, 10/8/21	50
4	Health Promotion and Prevention in Older Adults	Monday, 10/11/21	Friday, 10/22/21	50
5	End of Life Care and Decisions	Monday, 10/25/21	Friday, 11/12/21	50
6	Public Health in an Aging Society	Monday, 11/15/21	Wednesday, 12/1/21	50

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 online course will be a combination of lecture, virtual class discussion, group work, and active participation. 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. It is expected that each group member contribute 100% to each group project.

Tentative Course Schedule

Abbreviations key: *Health in the Later Years* textbook- HLY; Folio Readings– *Please read all additional articles and links posted on Folio.

Week/Date	Topic	Reading Assignment	Important Dates and Reminders
Week 1 8/11-8/13 Module 1	<i>Begin Module 1: State of Aging in the United States</i> 1.1 Our Nation’s Older Adults: The Facts	HLY: Intro & Chapter 1 Folio Readings	Get a copy of the textbook!
Week 2 8/16-8/20 Module 1	<i>Continue Module 1: State of Aging in the United States</i> 1.1 Our Nation’s Older Adults: The Facts 1.2 Biological Aging Theories and Longevity	HLY- Chapter 1 and 2 Folio Readings	Introduction Discussion Post due 8/16 Attendance Verification Quiz due 8/16
Week 3 8/23-8/27 Module 1	<i>Continue Module 1: State of Aging in the United States</i> 1.2 Biological Aging Theories and Longevity	HLY- Chapter 2 Folio Readings	Module 1 Due 8/27
Week 4 8/30-9/3 Module 2	<i>Begin Module 2: What is Healthy Aging?</i> 2.1 Age Associated Changes	HLY- Chapter 3 Folio Readings	
Week 5 9/6-9/10 Module 2	<i>Continue Module 2: What is Healthy Aging?</i> 2.2 Chronic Diseases	HLY- Chapter 4 and 5 Folio Readings	
Week 6 9/13-9/17 Module 2	2.3 Acute Illnesses and Accidents <i>End Module 2: What is Healthy Aging?</i>	HLY- Chapter 6 Folio Readings	Module 2 Due 9/17
Week 7 9/20-9/24 Module 3	<i>Begin Module 3: Other Health Concerns</i> 3.1 Mental Health	HLY: Chapter 7 and 8	

Week 8 9/27-10/1 Module 3	3.2 Medication Use 3.3 Sexuality	Folio Readings	
Week 9 10/4-10/8 Module 3	3.4 Beauty and Aging <i>End Module 3: Other Health Concerns</i>	HLY- Chapter 11 Folio Readings	Module 3 Due 10/8
Week 10 10/11-10/15 Module 4	<i>Begin Module 4: Health Promotion and Prevention in Older Adults</i> 4.1 Physical Activity and Nutrition	HLY- Chapter 9 and 10 Folio Readings	Midterm Open 10/11-10/13
Week 11 10/18-10/22 Module 4	4.2 Prevention and Health Education <i>End Module 4: Health Promotion and Prevention in Older Adults</i>	HLY: Chapter 12 Folio Readings	Module 4 Due 10/22
Week 12 10/25-10/29 Module 5	<i>Begin Module 5: End of Life Care and Decisions</i> 5.1 Elder Abuse		
Week 13 11/1-11/5 Module 5	5.2 Long Term Care and Caregiving 5.3 Hospice	HLY: Chapter 14 Folio Readings	Aging Interview Due 11/5
Week 14 11/8-11/12 Module 5	5.4 Dying, Death and Grief <i>End Module 5: End of Life Care and Decisions</i>	HLY: Chapter 15 Folio Readings	Module 5 Due 11/12
Week 15 11/15-11/19 Module 6	<i>Begin Module 6: Public Health in an Aging Society</i> 6.1 Social Policies, Programs and Services for Older Adults	HLY: Chapter 13 Folio Readings	
11/22-11/26	Thanksgiving Break		
Week 16 11/29-12/1 Module 6	6.2 Emerging Issues in Public Health <i>End Module 6: Public Health in an Aging Society</i>	Folio Readings	Extra Credit- The Intern Due 12/1 Module 6 Due 12/1
12/2-12/8	Final Exams		Final Exam Due 12/6

Student Performance Evaluation:

1. **Module Grades (300 points):** This course consists of 6 online learning modules. Module grades are composed of online assessments and activities. Activities may be Dropbox assignments or discussion posts. Please refer to Module Introduction for each of the six modules to view the grading breakdown for each Module. Each Module is worth 50 points.
2. **Aging Interview (40 points):** Guidelines and evaluation criteria for the interview are available on Folio. Please print a copy for your reference.
3. **Exams:** Online assessments may consist of any or all of the following: multiple choice, true-false, matching items, and short answer and/or essay questions covering course material covered in the corresponding module.
 - a. **Midterm Exam (30 points)**
 - b. **Final Exam (30 points)**

Course Evaluation:

Module 1	50 points
Module 2	50 points
Module 3	50 points
Module 4	50 points
Module 5	50 points
Module 6	50 points
Aging Interview	40 points
Midterm Exam	30 points
Final Exam	30 points

Total points possible 400 pts.

Course Grading Scale

Point Scale*	Percent	Grade
360-400	90 – 100%	A
320-359	80 – 89%	B
280-319	70 – 79%	C
240-279	60 – 69%	D
≤ 240	0 – 59%	F

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.

Student Expectations and Course Policies:

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. You are responsible for all course content and communication (grade feedback, news announcements, and emails) for the course. Please check Folio and your Georgia Southern email address regularly.
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. All assignments will be submitted through Folio (a day and time will be posted.)
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. You are responsible for downloading notes BEFORE you come into class. Please regularly check Folio for any messages that I might have for you. Late assignments will not be accepted.
6. 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" 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.

No make-up tests are given except for **an 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.

7. The final exam is mandatory and will be given during finals week. Early final exams will not be given.

8. The first week of classes (Drop/Add) all students must complete an Attendance Verification Quiz on Folio. Failure to complete this assignment will result in the student being automatically dropped from the course (University Policy)
9. Last day to withdraw from class without academic penalty is **October 7th, 2021**. Students who stop attending class without officially withdrawing from the class will receive a final grade of "F".
10. When you need to contact me, please do so through the **jcromley@georgiasouthern.edu** email account for I check this one more frequently than the Folio mail messages. I will do my best to respond within 48 hours (with the exception of weekends and holidays).
11. Please do not email the last week of classes asking to round up your grade. You have the entire semester to earn your grade and extra credit opportunities will not be given the last week of class or finals week.
12. Please consult the STUDENT CONDUCT CODE 2021-2022 for course policy concerning issues related to academic dishonesty. Anyone caught violating any of these regulations will immediately be reported to GSU's Judicial Board, and assigned an "F" for the course.

My Commitment to You:

As a student in my class, you are important to me. I am committed to your continued learning and college experience. You are never an interruption of my work. You are the purpose of it. I am honored that you entrust your education to me. I encourage all of you to stop by during my office hours or make an appointment to discuss your progress, review your exams or assignments or discuss your career choices. Furthermore, I believe that the collegiate learning experience must involve collaboration. Students and the professor have reciprocal obligations to each other that must be fulfilled if the learning process is to be mutually beneficial and successful. I uphold the Inclusive Excellence statement listed below. It is my obligation and of utmost importance that I create an environment free from bias, discrimination, and harassment. Please feel free to visit my office, call, or e-mail me at any time.

Inclusive Excellence

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 feel that our courses, programs, or department fall short of this commitment, we encourage you to engage in dialogue with us

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 to one week (excluding weekends)

- Assignment grades: within 72 hours to one week of submission date (excluding weekends)

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

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

Class Attendance and Participation Policy

Federal regulations require attendance be verified prior to distribution of financial aid allotments. Regular attendance is expected. Your attendance will be verified at the first regular class session. For online classes, an Attendance Verification Quiz during Drop/Add will be used.

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*)

Professional Dispositions

BSPH are expected to graduate the program with competent professional skills. Professional skills and dispositions are also expected while completing the internship experience. As a student in this course, you are expected to exhibit professionalism at all times. The following is a list of skills BSPH majors are expected to demonstrate:

- Written communication skills: Student uses appropriate professional title, grammar, structure, punctuation, spelling, tone, etc.
 - Email and other media communication: Student uses appropriate professional title, grammar, structure, punctuation, tone, etc. 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.

- Oral and non-verbal communication skills:
 - In interpersonal communication, student uses or maintains appropriate tone, language, attitude, interpersonal space, etc.
 - In public speaking, student uses or displays appropriate volume, speed, enunciation, eye contact, structure, etc.
- Organization: Student keeps track of assignments and materials, is prepared for presentations, etc.
- Initiative: Student can begin tasks and work independently, initiate tasks/projects, etc.
- Reliability: Student is punctual, completes assignments, meets deadlines, and is prepared for class etc.
- Collegiality: Student exhibits appropriate exhibits appropriate, positive, helpful interactions with others
- Collaboration: Student collaborates with others on tasks or projects accepts others' suggestions and criticisms, participates in and provides constructive inputs to discussion and debate, etc.
- Judgment: Student considers options and their implications when making decisions, does not act impulsively, etc.
- Respectful: Student respects confidentiality, treats others with respect, etc.
- Self-Presentation: Student is well groomed, dressed appropriately, well rested, etc.
- Interpersonal interactions: Students will practice civility when interacting with faculty and fellow students; in cases of disagreement or conflict, students will make every effort to resolve such matters in a respectful manner with a goal towards mutual resolution.

**If a student fails to comply with the list of professional skills, the faculty will provide the student a warning for the first offense. If failure to improve behavior or to make progress in the relevant skills, the faculty member will immediately report the student to the University Student Conduct Board for violating the Student Code of Conduct.

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.

Originality Checker

All assignments that I post to Folio are graded with “originality checker”. This checker is a software device in Folio that tells me what percentile of your work is copied from others – it could be a paper you have turned in for a different class, verbiage that you copies off of internet sources without proper citation or words that you have copied (or “collaborated” with) from another student within the university system. Please make sure that everything you submit is your original thoughts, ideas, and expressions. ANY paper that has 55% or more listed by the originality checker – gets and automatic “0” points and I will not grade it. Repeated instances will be reported to Georgia Southern University’s Judicial Board.”

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.

Illnesses

We want you to take appropriate precautions for your health as well as the well-being of your classmates. If you become ill during the term, please contact me immediately. We will work through what you will need to do, to either continue working in class or make up work that might have been missed during your absence. If you have an illness that would result in an extended absence, you will need to contact the Dean of Students office. In the event of serious illness, injury, or extenuating circumstances, the DOS office will notify professors at your request.

If you need to self-report either a confirmed or suspected positive COVID-19 diagnosis, have received self-quarantine requirements, or have symptoms with pending test results, please complete the CARES Center [COVID-19 self-reporting form](#) (through the [MyGeorgiaSouthern portal](#) under "COVID-19

Information & Resources"). You may also reach the CARES Center by using the [MyGS mobile app](#), calling 912-478-CARE (M-F 8am-5pm), or emailing covidsupport@georgiasouthern.edu. The CARES Center should not be used for medical advice. If you need medical advice, you need to call your health provider or 911.”

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/>

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.

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.

ACADEMIC DISHONESTY POLICY

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

***For online classes you will need to post in your first week introduction post the following statement:**

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