

ABSC 310 /311 Honors: **Building Healthy Communities**
ABSC 710: **Community Health and Development**
Course Syllabus, Fall 2013

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NOTE: The Department of Applied Behavioral Science reserves the right to terminate administratively the enrollment of any student who does not have the course prerequisite(s) or misses the first class meeting.

Course Meeting Time: Tuesdays 2:30 – 5:00 p.m.
Course Meeting Place: Smith Hall, Room 100

If you are going to work with small groups and your aim is to change society, and you know that you need masses of people to accomplish that, you have to work with those people who can multiply what you do. It's a matter of having a concept of education that is yeasty, one that will multiply itself.

--Myles Horton, Founder of the Highlander Folk School

COURSE OBJECTIVES:

- 1) Increase knowledge about methods used to address community problems and goals (e.g., substance abuse, violence, academic success, child health and development, youth development, healthy lifestyles, independent living, international health).
- 2) Enhance core competencies related to community research and intervention (e.g., assessing community needs and resources, analyzing problems, strategic planning, designing interventions, evaluating interventions, social marketing and dissemination)

LEARNING STRATEGIES:

- Increase knowledge about methods for promoting community health and development through class lectures, readings and quizzes, and discussion and dialogue with other students.
- Develop core competencies through training, case examples, and completion of plans to address a community problem or goal of interest (e.g., design an intervention or develop an evaluation for addressing a specific community problem or goal).

- Enhance experience and competence in community health and development efforts by engaging in a service-learning experience.

COURSE MATERIALS:

- (1) Most Course Materials will be available on the KU Blackboard site at <http://courseware.ku.edu>. This includes the course syllabus, selected readings, and assignments. They may be printed or retrieved directly from the Course home page.
- (2) Community Tool Box Curriculum Volume 1 and 2. Lawrence, Kansas: Work Group for Community Health and Development, University of Kansas. [Available for purchase (\$75) at the Kansas Union Bookstore, Jawhawk Bookstore, and University Bookstore.] These two volumes include 12 different Curriculum Modules.
- (3) Some supplemental readings can be accessed from the Internet-based Community Tool Box <http://ctb.ku.edu/>. The Tool Box provides a free and flexible online “textbook.” To find sections of interest—from the homepage, click on “Do the Work” and then the narrative outline and examples for topics of interest; or use the “Search” feature. The Community Tool Box ensures access to resources for building healthy communities both during and after the course.

MAJOR TOPICS AND LEARNING PATHWAY:

The learning for this course follows a path covering six major topics that address twelve different competencies. Each competency is taught using a distinct Curriculum Module.

<p><u>I. Understanding the Problem and the Community</u> A. Assessing Community Needs and Resources (Module 2) B. Analyzing Problems and Goals (Module 3)</p> <p><u>II. Planning and Intervention</u> A. Developing Strategic and Action Plans (Module 5) B. Developing a Framework or Model of Change (Module 4) C. Developing an Intervention (Module 7)</p> <p><u>III. Developing a Collaborative Team</u> A. Creating and Maintaining Coalitions and Partnerships (Module 1) B. Building Leadership (Module 6) C. Enhancing Cultural Competence (Module 9)</p> <p><u>IV. Advocating and Promoting Change</u> A. Advocating for Change (Module 10) B. Implementing a Social Marketing Effort (Module 13)</p> <p><u>V. Evaluating the Effort</u> A. Evaluating the Initiative (Module 12)</p> <p><u>VI. Sustaining the Work</u> A. Sustaining the Work or Initiative (Module 16)</p>

CLASS TOPICS AND ASSIGNMENTS:

<u>Class</u>	<u>Date</u>	<u>Topic</u>	<u>Course Assignments and In-Class Learning</u>
1	Tues. Aug. 27	<i>An Introduction to Building Healthy Communities</i>	<p><u>Orientation to the Course:</u> Provide an orientation and case examples for the work of promoting community health and development.</p> <p>□ Distribute syllabus and discuss course objectives, learning strategies,</p>

			<p>organization, quizzes, exams and expectations</p> <ul style="list-style-type: none"> ❑ Demonstrate use of computer to access Blackboard, Community Tool Box and related supports <p><u>In-Class Exercise:</u> Complete and turn in a DRAFT of “Personal Plan for Learning and Serving”</p>
2	Tues. Sept. 3	<i>Models for Promoting Community Health and Development</i>	<p><u>Readings for Class 2:</u></p> <ul style="list-style-type: none"> ❑ “Our Model of Practice: Building Capacity for Community and System Change” contributed by Stephen B. Fawcett, et al.. The Community Tool Box Chapter 1 Section 3, (also available via Blackboard) http://ctb.ku.edu/en/tablecontents/sub_section_main_1002.htm ❑ “Healthy Cities/Healthy Communities” Contributed by Phil Rabinowitz Edited by Bill Berkowitz. The Community Tool Box Chapter 2 Section 3, (also available via Blackboard) http://ctb.ku.edu/en/tablecontents/sub_section_main_1009.htm ❑ “The Strategic Prevention Framework” Contributed by Phil Rabinowitz Edited by Jerry Schultz. The Community Tool Box Chapter 2 Section 10, (also available via Blackboard) http://ctb.ku.edu/en/tablecontents/sub_section_main_210.htm <p><u>In-Class Activities for Class 2:</u></p> <ol style="list-style-type: none"> 1) Quiz: Today’s readings 2) Form Student Teams of approximately 5 members (based on common issues/populations identified in the “Personal Plans”) 3) Distribute and review the Learning Pathway. 4) Return “Personal Plan for Learning and Serving” to students <p><u>Assignments to be turned in for Class 2:</u> None</p>
3	Tues. Sept. 10	<i>Assessing Community Needs and Resources</i>	<p><u>Readings:</u></p> <ul style="list-style-type: none"> ❑ Community Tool Box Curriculum. Module 2: <i>Assessing Community Needs and Resources</i>. <p><u>In-Class Activities for Class 3:</u></p> <ol style="list-style-type: none"> 1) Quiz: Today’s readings 2) Student Teams: Work on Learning Product for <i>Assessing Community Needs and Resources</i> (See “Learning Pathway,” Module 2) 3) Introduction to service learning: “How to make the most of your service-learning experience.” <p><u>Assignments to be turned in for Class 3: TUESDAY BY CLASS TIME</u></p> <ol style="list-style-type: none"> 1) Turn in final version of “Personal Plan for Learning and Serving”
4	Tues. Sept. 17	<i>Analyzing Problems and Goals</i>	<p><u>Readings:</u></p> <ul style="list-style-type: none"> ❑ Community Tool Box Curriculum. Module 3: <i>Analyzing Problems and Goals</i>. <p><u>In-Class Activities for Class 4:</u></p> <ol style="list-style-type: none"> 1) Quiz: Today’s readings 2) Student Teams: Work on Learning Product for <i>Analyzing Problems and Goals</i> (See “Learning Pathway,” Module 3) 3) Meet with 311 Honors students: Discuss expectations/options for fulfilling additional requirements <p><u>Assignments to be turned in for Class 4:</u></p> <ol style="list-style-type: none"> 1) Student Teams: Completed Learning Product for <i>Assessing Community Needs and Resources</i> (See “Learning Pathway,” Module 2) 2) Win-/Win Agreement for your service-learning experience with the sponsoring community-based organization
5	Tues.	<i>Developing</i>	<u>Readings:</u>

	Sept. 24	<i>Strategic and Action Plans</i>	<ul style="list-style-type: none"> ❑ Community Tool Box Curriculum. Module 5: <i>Developing Strategic and Action Plans</i> <u>In-Class Activities for Class 5:</u> <ol style="list-style-type: none"> 1) Quiz: Today's readings 2) Student Teams: Work on Learning Product for <i>Developing Strategic and Action Plans</i> (See "Learning Pathway," Module 5) <u>Assignments to be turned in for Class 5:</u> <ol style="list-style-type: none"> 1) Student Team: Completed Learning Product for <i>Analyzing Problems and Goals</i> (See "Learning Pathway," Module 3) 2) 311 Honors Students: Contract for fulfilling additional requirements
6	Tues. Oct. 1	<i>Developing a Framework or Model of Change</i>	<u>Readings:</u> <ul style="list-style-type: none"> ❑ Community Tool Box Curriculum. Module 4: <i>Developing a Framework of Model of Change</i> <u>In-Class Activities for Class 6:</u> <ol style="list-style-type: none"> 1) Quiz: Today's readings 2) Student Teams: Work on Learning Product for <i>Developing a Framework of Model of Change</i> (See "Learning Pathway," Module 4) <u>Assignments to be turned in for Class 6:</u> <ol style="list-style-type: none"> 1) Student Team: Completed Learning Product for <i>Developing Strategic and Action Plans</i>
7	Tues. Oct. 8	<i>Developing an Intervention</i>	<u>Readings:</u> <ul style="list-style-type: none"> ❑ Community Tool Box Curriculum. Module 7: <i>Developing an Intervention</i> <u>In-Class Activities for Class 7:</u> <ol style="list-style-type: none"> 1) Quiz: Today's readings 2) Student Teams: Work on Learning Product for <i>Developing an Intervention</i> (See "Learning Pathway," Module 7) <u>Assignments to be turned in for Class 7:</u> <ol style="list-style-type: none"> 1) Student Team: Completed Learning Product for <i>Developing a Framework of Model of Change</i> 2) Rating of individual contribution to the Learning Products prepared by the Student Teams 3) SARC report regarding your service-learning experience.
	Tues. Oct 15		Fall Break
8	Tues. Oct. 22	<i>Creating and Maintaining Coalitions and Partnerships</i>	<u>Readings:</u> <ul style="list-style-type: none"> ❑ Community Tool Box Curriculum. Module 1: <i>Creating and Maintaining Coalitions and Partnerships</i> <u>In-Class Activities for Class 8:</u> <ol style="list-style-type: none"> 1) Quiz: Today's readings 2) Student Teams: Work on Learning Product for <i>Creating and Maintaining Coalitions and Partnerships</i> (See "Learning Pathway," Module 1) <u>Assignments to be turned in for Class 8:</u> <ol style="list-style-type: none"> 1) Student Team: Completed Learning Product for <i>Developing An Intervention</i>
9	Tues. Oct. 29	<i>Building Leadership Application Exam I (Mid-Term)</i>	<u>Readings:</u> <ul style="list-style-type: none"> ❑ Community Tool Box Curriculum. Module 6: <i>Building Leadership</i> <u>In-Class Activities for Class 9:</u> <ol style="list-style-type: none"> 1) Application Exam I (Mid-Term) (Learning Pathway Modules 2, 3, 5, 4, 7, and 1) 2) Student Teams: Work on Learning Product for <i>Building Leadership</i> (See "Learning Pathway," Module 6)

			<u>Assignments to be turned in for Class 9:</u> 1) Student Team: Completed Learning Product for <i>Creating and Maintaining Coalitions and Partnerships</i>
10	Tues. Nov. 5	<i>Enhancing Cultural Competence</i>	<u>Readings:</u> <input type="checkbox"/> Community Tool Box Curriculum. Module 9: <i>Enhancing Cultural Competence</i> <u>In-Class Activities for Class 10:</u> 1) Quiz: Today’s readings 2) Student Teams: Work on Learning Product for <i>Enhancing Cultural Competence</i> (See “Learning Pathway”, Module 9) <u>Assignments to be turned in for Class 10:</u> 1) Student Team: Completed Learning Product for <i>Building Leadership</i> 2) Community Supervisor’s Mid-Term Rating Sheet
11	Tues. Nov. 12	<i>Advocating for Change</i>	<u>Readings:</u> <input type="checkbox"/> Community Tool Box Curriculum. Module 10: <i>Advocating for Change</i> <u>In-Class Activities for Class 11:</u> 1) Quiz: Today’s readings 2) Student Teams: Work on Learning Product for <i>Advocating for Change</i> (See “Learning Pathway,” Module 10) <u>Assignments to be turned in for Class 11:</u> 1) Student Team: Completed Learning Product for <i>Enhancing Cultural Competence</i>
12	Tues. Nov. 19	<i>Implementing a Social Marketing Effort</i>	<u>Readings:</u> <input type="checkbox"/> Community Tool Box Curriculum. Module 13: <i>Implementing a Social Marketing Effort</i> <u>In-Class Activities for Class 12:</u> 1) Quiz: Today’s readings 2) Dialogue on service learning: What are you doing? What are you seeing? How is it going? Ideas for Improvement? 3) Student Teams: Work on Learning Product for <i>Implementing a Social Marketing Effort</i> (See “Learning Pathway,” Module 13) <u>Assignments to be turned in for Class 12:</u> 1) Student Team: Completed Learning Product for <i>Advocating for Change</i> 2) SARC report regarding your service-learning experience.
13	Tues. Nov. 26	<i>Evaluating the Initiative</i>	<u>Readings:</u> <input type="checkbox"/> Community Tool Box Curriculum. Module 12: <i>Evaluating the Initiative</i> <u>In-Class Activities for Class 13:</u> 1) Quiz: Today’s readings 2) Student Teams: Work on to Learning Product for <i>Evaluating the Initiative</i> (See “Learning Pathway,” Module 12) <u>Assignments to be turned in for Class 13:</u> 1) Student Team: Completed Learning Product for <i>Implementing a Social Marketing Effort</i>

14	Tues. Dec. 3	<i>Sustaining the Work or Initiative</i>	<u>Readings:</u> <input type="checkbox"/> Community Tool Box Curriculum. Module 16: <i>Sustaining the Work</i> <u>In-Class Activities for Class 14:</u> 1) Quiz: Today's readings 2) Student Teams: Work on Learning Product for <i>Sustaining the Work</i> (See "Learning Pathway," Module 16) <u>Assignments to be turned in for Class 14:</u> 1) Student Team: Completed Learning Product for <i>Evaluating the Initiative</i>
15	Tues. Dec. 10	<i>Community Service Poster Fair/ Closing Dialogue</i>	<u>In-Class Activities for Class 15:</u> 1) Student Presentations: Service-Learning Poster/Portfolio 2) Discuss student learning using Course Insights Paper. Due Today. 3) Course/ Instructor evaluation. <u>Assignments to be turned in for Class 15:</u> 1) Student Team: Completed Learning Product for <i>Sustaining the Work</i> 2) Service-Learning Poster/Portfolio 3) Course Insights Paper 4) Community Supervisor's Final Rating Sheet 5) Rating of individual contribution to the Learning Products prepared by the Student Teams
Final	Thurs. Dec. 19	<i>Application Exam II (Final)</i>	Exam covers Learning Pathway for Modules 6, 9, 10, 13, 12, and 16

Course Requirements and Policies

Course requirements include class attendance and participation, reading and quizzes, and learning products that apply core skills to a community problem or goal. To demonstrate their competence in key skills, students work in teams to complete plans (e.g., for community assessment, intervention, evaluation) related to a community problem or goal of the students' choosing. In a service-learning project, individual students apply their learning in their work in the community. There is a mid-term and final exam. A description of each type of assignment follows:

1. Attendance. Students will be credited for class attendance. Unexcused absences include any missed class for which there is not a documented acceptable reason (i.e., illness or accident documented by a note from a physician; documented death in the immediate family; religious holiday).
Note: Two unexcused absences will result in an automatic reduction of 10% of total points (one letter grade); four unexcused absences will result in a 20% reduction; six absences, a 30% reduction; eight, a 40% reduction; and so on. A student is considered absent if he/she arrives more than five minutes late or leaves before the end of class. Attendance will be taken at the end of each class session.
2. Class participation. Class discussion will focus on ideas raised in featured readings, case examples, and team exercises. Students are expected to be knowledgeable and active participants in class. Engagement in competing activities unrelated to the class (e.g., talking, reading newspapers, viewing the internet) may result in a request to leave class (i.e., an unexcused absence). The quantity and quality of participation will be used to assign a grade at the end of the semester.
3. Quizzes. Each week (except Classes 1, 9, 15) there will be an in-class quiz on the assigned readings at the beginning of class. The brief quiz (usually 10 minutes maximum) will include short answer and fill-in-the-blank questions on key points in the reading and an application question related to part of the learning pathway (e.g., provide a mission statement for a group working on the problem of...). We encourage students to use the Study Guides posted on Blackboard to get an idea of key ideas and types of questions that may be asked on the quizzes.

4. Personal Plan for Learning and Serving. Each student will reflect on: a) your personal vision and mission, b) discernment of your interests, c) assets and needs for the work, d) communication and final discernment, and e) your overall service-learning plan. The questions in the report invite you to explore how it is that you prepare yourself to make a difference on things that matter to you and those you serve. The assignment should be turned in as a hard copy and as an electronic (Word file) copy sent to the teaching assistants (Ithar Hassaballa ithar@ku.edu or Chuck Sepers csepers@ku.edu).
5. Win-win agreement for the service-learning project. This outlines what the student and community organization expects to give and receive from each other in the service-learning project. It summarizes what success would look like for each student and for the participating community organization or client group served.
6. Learning Pathway. The Learning Pathway is where the student/team displays their competence in applying what they are learning to a chosen community problem or goal. A portion of the Learning Pathway (available as a Word document on Blackboard) is completed each week for the competency addressed that week (e.g., assessing community problems, analyzing problems, developing strategic plans). Each student/team submits the updated Learning Pathway with the new content for that week for their chosen community problem or goal. A Draft of each new portion of the Learning Pathway is completed during class as part of in-class exercises. The completed portion of the Learning Pathway is submitted as a Word document. Give the Word document a brief title for your problem/goal/topic and update the date submitted each week (e.g., "Childhood Obesity 11/11/12") **Each newly updated Learning Pathway is due by 5:00 p.m. on the Friday following the Tuesday in-class activity.**
 - a. Undergraduate students prepare the assignments for the Learning Pathway as student teams, and graduate students prepare their products individually. For an undergraduate student to receive credit, he or she must certify by signature that he/she contributed substantially to preparation of the recently completed Learning Product.
 - b. For undergraduate students, this Word document is placed on Blackboard in the Group's folder found under the Learning Pathway tab on the Course Menu. Graduate students should send their completed Word document to Professor Fawcett via email: sfawcett@ku.edu .
 - c. Feedback will be provided to students (using track changes on the Word document) by early the following week for the prior class's assignment. A grade will be posted in the grade book on Blackboard.
7. Rating of individual contribution to the Learning Products prepared by the Student Teams. At mid-term and at the end of the semester, all participants provide a confidential rating (10 point scale; 10 being the highest, 1 being the lowest) for each member of the undergraduate student team on his or her contributions to the Learning Products. These points will be awarded automatically to graduate students who complete products individually.
8. Service-Learning Project. Students will be expected to engage in a minimum of 20 hours of service at their service-learning site during the semester. This may be fulfilled by approximately 2 hours per week from Classes 3-14 or in more concentrated forms. *Students should be engaged in an instructor-approved service learning project by Class 5.* Students will be asked to write 2 brief "SARC" Reports as reflections to be handed in on specified dates throughout the semester (i.e., Classes 7 and 12). SARC reflections include: a) See (e.g., What are you seeing in your service-learning situation (project)? How does situation affect those who are experiencing it? How does it affect you?), b) Act (e.g., What are you doing well in your service-learning work? What are you doing less well? What conditions or supports would enable you to do optimize your service and learning?), c) Reflect (What are you learning? What are you contributing? What does it mean to those you serve? To you?), and d) Change [What improvements resulted from your service-learning activities? What changes should be brought about to improve the situation (project)? How are you changed by what you are seeing and doing?] You will also present a Service-Learning Poster near the end of the semester (Class 15) that will detail your experiences and contributions from your service-learning project. For the Community Service Poster Fair assignment, students will complete and turn in: a) Portfolio/Project Report of their service learning and b) Community Supervisor's Rating on the quality and quantity of the service-learning from the perspective of the Community Supervisor (Due: both Mid-term and at the end of the semester).
9. Course insights paper. Throughout the semester, we ask that students reflect on different aspects of their learning (e.g., readings, learning products, community service-learning project) and what it means to them. At the end of the semester (Class 16) you should submit 4 typewritten, double-spaced pages that summarize or integrate your overall reflection on the course. This summary of insights should be organized using the following questions/headings: a) What you did in the course, b) What you learned, and c) Reflections on its meaning to you and your future work and service?
10. Application Exams I & II. At mid-term and at the end of the semester, each student will take a closed-book exam on the first half of the learning products (Application Exam I) and the second half of the learning products (Application Exam II). Each exam will have several questions taken from the learning pathway in which students will apply the skills to a novel community problem/goal (e.g., develop a strategic plan or sustainability plan for a community effort to address a specific community problem or goal).

COURSE GRADE: The course assignments and point values follow:

	Assignment	Explanation	Points Available	Points Earned
1	Attendance	15 classes x 3 points each	45	
2	Class Participation	Instructor's Rating	10	
3	Quizzes	Weekly (except for class 1, 9, 15), 12 quizzes at 10 points each	120	
4	Personal Plan for Learning and Serving	Completed handout	10	
5	Win-Win Agreement	Agreement with community supervisor for service-learning experience	5	
6	Products of Learning Pathway for different competencies (Student Teams)	Student Teams submit one learning product (10 pts. maximum) for each of 12 different competencies, due by 5:00 p.m. on the Friday following the Tuesday in-class activity and submitted electronically. (Graduate students each submit their own individual products.)	120	
7	Rating of Individual Contribution to the Student Team (awarded automatically to graduate students who complete products individually)	At mid-term (10 pts.) and at the end of the semester (10 pts.), all participants provide a rating for the contribution of each member of the student team to the learning products.	20	
8a	Service-Learning Project—Report	Two brief SARC Reports (3 points each); Display for the Community Service Portfolio/ Poster Fair (15 Points); Graded by instructors	21	
8b	Service-Learning Project—Community Supervisor's Rating	On the quality and quantity of the service-learning from the perspective of the Community Supervisor; Mid-term Rating (10 points) and Final Rating (10 points)	20	
9	Course Insights Paper	This 4 page, double-spaced, typewritten paper provides a summary of overall insights based on all course learning	10	
10	Application Exams I & II	In-class midterm and final where students demonstrate an understanding of how to apply the learning pathway activities to a novel problem/goal, 2 exams (50 points each)	100	
	Total Points Possible		481	

Final grades will be computed using standard percentages:

90%–100% of total possible points = A

80%–89% of total possible points = B

70%–79% of total possible points = C

60%–69% of total possible points = D

Late and Missing Assignments: All assignments are due during class on the date indicated on the syllabus.

- Missed quizzes cannot be made up except in rare cases of a documented acceptable reason (i.e., illness or accident documented by a note from a physician; documented death in the immediate family; religious holiday). Students seeking a make-up quiz for such reasons must petition to the instructors within 48 hours after the class missed. In the rare case of a make-up (alternative form of the) quiz being approved by the Instructor/Teaching Assistant, it must be made up by appointment with the Teaching Assistant and taken within one week after the in-class quiz was given (i.e., before the next class period). A grade of 0 will be recorded for all missed quizzes.
- If a major assignment (e.g., Personal Plan for Learning and Serving, Learning Product for a core competency, Community service-learning project, Course insights) is turned in late, there is an automatic 10% reduction in possible points for each day late. No major assignments can be made up more than one week after the due date. After one week, a grade of 0 will be recorded.
- Other activities (i.e., attendance, reflection journal entries) cannot be made up. If a student misses class or fails to post a reflection e-journal entry by the due date, a grade of 0 will be recorded.
- Should a student have a serious and documented barrier to completing an assignment (for example, a long illness or accident verified by a note from a physician), a contract for completing the work must be negotiated with the instructors. If possible, this is done before the assignment is due; if necessary, the day the student returns to class (e.g., after a long illness). NOTE: There are very few acceptable reasons why a student should fail to complete a long-term assignment by the due date.

A Note for Students with Disability: If you have any disability that requires reasonable accommodations, or provides challenges to you as you participate in this class, please see the instructors as soon as possible. Please provide written documentation of the disability and be prepared to recommend reasonable accommodations.

A Note on Academic Misconduct: We expect that all written assignments that students turn in will be their original work. Of course, you will need to read material and you may talk to other people to prepare your written work. If you directly use ideas from others, then you should cite the other people (their writings or their speech). If you quote them directly, you should indicate this by the use of quotation marks and an appropriate citation. Other than when you are quoting someone directly, however, your written work should be your own (in your own words). We do not anticipate any problems of academic misconduct. But, for your information, Article II, Section 6 of the Rules and Regulations of the University Senate, defines academic misconduct:

Academic misconduct by a student shall include, but not be limited to, disruption of classes, giving or receiving of unauthorized aid on examinations or in the preparation of reports or other assignments, knowingly misrepresenting the source of any academic work, falsification of research results, plagiarizing of another's work, violation of regulations or ethical codes for the treatment of human subjects, or otherwise acting dishonestly in research.

Should we suspect an instance of academic misconduct, the student will be informed of the infraction and the penalty to be imposed. If appropriate, the matter will be forwarded to the Departmental Chairperson and Dean of the College for mediation/action. Potential sanctions include a warning, an admonition, censure, reduction of grade (including a grade of F for the course), disciplinary probation, suspension, or expulsion.

A Note on Intellectual Property:

Course materials prepared by the instructor, together with the content of all lectures and review sessions presented by the instructor are the property of the instructor. Video and audio recording of lectures and review sessions without the consent of the instructor is prohibited. On request, the instructor will usually grant permission for students to audio tape lectures, on the condition that these audio tapes are only used as a study aid by the individual making the recording. Unless explicit permission is obtained from the instructor, recordings of lectures and review sessions may not be modified and must not be transferred or transmitted to any other person, whether or not that individual is enrolled in the course. (Faculty Senate Executive Committee)

A Note on Privacy:

We aim to maximize student privacy while assuring prompt feedback on course assignments. All grades will be kept confidential but viewable by the student through Blackboard. When we give feedback on an assignment, such as the Learning Pathway, we will send the feedback via email to expedite feedback, but will not attach a grade. For your grade, look in Blackboard. Should you have a concern about this, please contact the course instructor. Otherwise, we will take that as your consent with this approach to balancing privacy and feedback for student learning.

A Note on Disruptive Behavior:

“The scope and content of the material included in this course are defined by the instructor in consultation with the responsible academic unit. While the orderly exchange of ideas, including questions and discussions prompted by lectures, discussion sessions and laboratories, is viewed as a normal part of the educational environment, the instructor has the right to limit the scope and duration of these interactions. Students who engage in disruptive behavior, including persistent refusal to observe boundaries defined by the instructor regarding inappropriate talking, discussions, and questions in the classroom or laboratory may be subject to discipline for non-academic misconduct for disruption of teaching or academic misconduct, as defined in the Code of Student Rights and Responsibilities (CSRR), Article 22, Section C, and the University Senate Rules and Regulations, Section 2.4.6. Article 22 of CSRR also defines potential sanctions for these types of infractions.”

Portable computers may be used for class note taking and recording in-class activities only. All other electronic devices (e.g., phones, PDAs) should be turned off and put away during class. *All other in-class uses of computers or PDAs, such as accessing the Internet or writing text messages or emails, will be considered disruptive behavior and subject to sanctions.*

ADDITIONAL REQUIREMENTS FOR HONORS STUDENTS ENROLLED IN ABSC 311/HONORS:

Students enrolled in ABSC 311/Honors will negotiate with the instructors an additional assignment (of approximately 10 hours) to augment their course experience (e.g., a 10 hour related internship; shadowing with a leader of an organization working on a problem or goal related to health and human development; 10 additional hours of community service). A brief, double-spaced, 3-page report on the experience should include: 1) WHAT was done, 2) The MEANING – what you learned and its importance to you, and 3) FUTURE APPLICATIONS in your profession or community service.

ADDITIONAL REQUIREMENTS FOR GRADUATE STUDENTS ENROLLED IN ABSC 710 Community Health and Development:

Students enrolled in ABSC 710 must complete their own individual plans for each of the 12 competencies individually (not as student teams as with the undergraduates).

Certification of Contribution to the Learning Product *

(This document will be completed by each group and returned at the end of classes 3-14.)

By signing my name, I certify that I contributed substantially to the preparation of the group's recently completed learning product for _____ (insert Competence/Module name).

Group Project: _____

Student Name	Signature	Date
1. _____	_____	_____
2. _____	_____	_____
3. _____	_____	_____
4. _____	_____	_____
5. _____	_____	_____
6. _____	_____	_____

***Note:** This is completed and turned in by the team at the end of each class. By signing, the student affirms that he or she contributed substantially to the learning product completed before this class period.