

- Course Title:** *Effectively Teaching and Training Adults*
- Course Number:** *HBSP 0725 (3 credits)*
- Course Pre- and Co-requisite(s):** *None*
- Course Location:** *Online/Web-Based (asynchronous; 13 weeks)*
- Course Date & Time:** *Online/Web-Based (asynchronous; 13 weeks)*
- Course Instructor:** *Laura E. Liang, DrPH, CHES, CPH  
Associate Dean for Academic Affairs  
Assistant Professor, Department of Health Behavior, Society and Policy,  
Rutgers School of Public Health  
laura.liang@rutgers.edu  
(When emailing, please include the course number [HBSP0725] in the  
subject line.)*
- Office Hours:** *Tuesdays, 5:00pm-6:00pm EST (via Zoom) and By Appointment  
(Referred to as Consultation Hours on Canvas)*
- Course Assistant:** *None*
- Course Website:** [canvas.rutgers.edu](https://canvas.rutgers.edu)
- Required Course Text:** *Brookfield, Stephen D. (2015). The Skillful teacher: On technique, trust, and responsiveness in the classroom, 2nd ed. San Francisco, CA: Jossey-Bass. Ebook available through Rutgers Library*
- Ginsberg, Margery B. and Wlodkowski, Raymond J. (2017). Enhancing Adult Motivation To Learn: A Comprehensive Guide For Teaching All Adults, 4th ed. San Francisco, CA: Jossey-Bass. Ebook available through Rutgers Library*
- Nilson, Linda B. (2016.) Teaching at Its Best: A Research-Based Resource for College Instructors, 4th ed. San Francisco, CA: Jossey-Bass. Ebook available through Rutgers Library*
- Please do not purchase these textbooks as they are available through Rutgers Library.**

**Additional/Supplemental Readings/Resources:** *See Canvas for additional required readings.*

**Course Description:** *The course focuses on traditional and innovative teaching approaches to facilitating learning in academic, organizational or community settings, taking into consideration the characteristics of the adult learner. This course is designed to give students the opportunity to put theory and research into practice via active learning experiences, primarily in the academic setting. Specifically, students will develop a syllabus for a course or training program, facilitate and in-person and an online lesson, and evaluate teaching methods.*

**Course Synopsis and Learning Methods:** *This online/web-based course is structured for participatory and independent learning. Each week's module will comprise primarily assigned readings and supplemental videos or podcasts. presentations and assigned readings. on that module's topics*

but not summarize the assigned readings. Online discussions and activities will focus on exploring, analyzing, discussing, critiquing, and/or synthesizing the issues through the semester.

**Course Communication:** *The instructor will communicate with students primarily through the tools within the Canvas course. If you have a question that you feel may help other students as well, please post your question in the “Class Help: Ask A Question” discussion thread. If you have a personal concern or question you would like to talk about, please email Dr. Liang directly or attend consultation hours. During the work week, Dr. Liang will aim to respond to personal emails or your posts directed to her within 48 hours. For communications posted/emailed over the weekend, she will try to respond by the end of the business day on Tuesday for most situations. If Dr. Liang is out of town without Internet access, she will post a note in Canvas in Announcements. The goal will be to post grades within seven days of the final due date of the assignment, unless otherwise stated. (The overall grade for the Self-Awareness Reflection Journal will be posted at the end of the semester, not weekly.) The instructor will work to foster community through discussion boards, chat sessions, online activities, etc.*

**Selected Concentration Competencies Addressed:** Each Concentration identifies competencies for each degree offered. The competencies addressed in this course for the DrPH in Leadership, Practice and Research include:

- Assess an audience’s knowledge and learning needs (*Assessed by Assignment 3: Syllabus/ Training Program and Narrative*);
- Deliver training or educational experiences that promote learning in academic, organizational or community settings (*Assessed by Assignment 4: Teaching Presentation: In-person and Assignment 5: Teaching Presentation: Online*);
- Use best practice modalities in pedagogical practices (*Assessed by Assignment 1: Ahas, Good Ideas, and Things to Consider Log and Blog, Syllabus/Training Program and Narrative, Assignment 4: Teaching Presentation: In-person, and Assignment 5: Teaching Presentation: Online*); and
- Generate appropriate methods of formative and summative evaluation in training or educational experiences (*Assessed by Assignment 4: Teaching Presentation: In-person and Assignment 5: Teaching Presentation: Online*).

Please visit the Concentration webpages on the School of Public Health’s website at [sph.rutgers.edu](http://sph.rutgers.edu) for additional competencies addressed by this course for other degrees and concentrations.

**Course Objectives:** By the completion of this course, students will be able to:

- Compare and contrast teacher-centered and student-centered instruction;
- Reflect on and refine a personal philosophy of teaching and learning;
- Develop a collection of teaching methods and strategies to enhance teaching effectiveness;
- Enhance their understanding of student diversity and its role in teaching and learning;
- Consider uses of technology to support classroom teaching;
- Develop a syllabus for a course or training program that includes all essential components; and
- Consider various methods for evaluating student learning.

## **Special Circumstances During COVID-19**

The School of Public Health recognizes that students may experience challenges or be negatively impacted due to the COVID-19 pandemic, mental and emotional health toll from systemic racism, altered personal and professional obligations, and other crises existing at the moment in our local, national, and global communities. Students are encouraged to discuss these challenges and circumstances with their instructor, if they feel they may need additional support or temporary accommodations at the beginning or during this course. The course instructor may consider making reasonable temporary adjustments depending on the student's situation. If additional support is needed, students may reach out to the [Office of Student Affairs \(studentaffairs@sph.rutgers.edu\)](mailto:studentaffairs@sph.rutgers.edu) or any of the appropriate referral resources listed on the [Student Connect Canvas page](#).

## **Online Discussions and Activities:**

We will use online discussions and activities to **generate** ideas; **summarize** main points from the readings; **reexamine** ideas presented in previous modules; **process** learning outcomes at the modules; **compare and contrast** theories, issues, and interpretations; **solve** problems that relate theory to practice; and/or **brainstorm** applications of theory to life.

## **Research on Taking Notes and Enhancing Your Attention:**

Research demonstrates that taking notes by hand rather than on the computer triggers higher-level thinking and leads to higher recall and better understanding (Mueller and Oppenheimer, 2014). Consider taking your notes of the presentations (lectures) by hand either in a notebook or using a smartpen with a tablet – what's important is writing your notes rather than typing your notes.

Paying attention and holding your attention is important for learning. But it is not as easy as it sounds! There are strategies that can help you enhance your attention. Research on meditation has shown that it can help increase our ability to control our attention by changing our brain structure (Jha, 2011) In addition, our brains are wired to pay attention to whatever is most interesting at any point and we can hold that focus until something else shifts our focus away. By removing or eliminating distractions we can help ourselves to stay focused. While viewing the presentations (lectures) or completing the readings, consider turning your cell phone off to avoid losing focus every time a text message or notification pops up. And if you're still having trouble resisting the temptation to check your email or surf the web, try downloading a website blocker. These website block applications can help eliminate distractions by blocking the apps or websites that tend to compete for your attention. For a list of sample website block applications, visit <https://freedom.to/blog/8-website-blockers-for-studying-productivity-focus/>.

## Course Requirements and Grading:

### ASSIGNMENTS AND ASSESSMENTS

*Assignment instructions provided on Canvas.*

	DATE DUE	POINT VALUE
<b>Online Discussions and Activities (Student Engagement).</b> Our greatest class resource is you! Your thoughts, ideas, questions and comments will enrich everyone's learning experience, so please be <b>actively involved</b> in class! Be prepared by reading the course text and articles and participate in the online discussion and activities.	Weekly (See deadlines on Canvas)	30 points (11 modules have online discussions and activities; 10 modules are required)
<b>School of Public Health Honor Code Quiz</b>	May 27	1 point
<b>Assignment 1: Ahas, Good Ideas, and Things to Consider Log and Blog.</b> Keep a running list or log of "ahas," good ideas, and things to consider in order to become a more effective teacher. These entries might emanate from lectures, videos, assigned or optional readings, discussions, etc. You might also ponder a question with which you are grappling. Where appropriate, link to a good resource. This assignment includes peer involvement.	Each Friday	12 points (8 required entries x 1.5 points each)
<b>Assignment 2: Teaching Philosophy Statement.</b> You will prepare two teaching philosophy statements. The first will not be graded and is due by the third week. The second is due later in the semester. We will discuss these statements online, including suggestions of what you might include. Attach the first statement with my comments when you submit the second statement. (No Peer Reviews)	First Draft Due: Jun 6  Final Draft Due: Aug 8	12 points
<b>Assignment 3: Syllabus/Training Program and Narrative.</b> Create a syllabus for an academic, for-credit course that you will or would like to teach (or a training program for a continuing education course if you do not expect to teach in an academic setting). Your syllabus/training program should include a plan for assessing your audience's knowledge and learning need. Attach a narrative, not to exceed 750 words, that provides a thoughtful rationale for your syllabus/ training program. Why did you construct it as you did? How does it reflect your philosophy of teaching? This assignment includes peer feedback.	First Draft Due: Jun 20  Peer Feedback Due: Jul 1  Final Draft Due: Aug 15	15 points  (10 points for your syllabus + 5 points for your peer feedback)
<b>Assignment 4: Teaching &amp; Learning Book Executive Summary and Review.</b> Select a teaching and learning book from a list of approved books. After reading your selected book, write a book executive summary and review of a teaching and learning book and share with the class. (Students will select from a variety of means for sharing with the class.)	Due: Jul 18	15 points
<b>Assignment 5: Teaching Presentation: In-Person/Remote.</b> Choose a small segment of your syllabus/training program and present a 20-30 minute synchronous ("live") lesson to a group of adults. (Your presentation can be done on-campus, at your workplace or in a community setting; however, your presentation <b>MUST</b> be video-taped so that you are able to reflect on your own teaching. If you are not able to schedule an in-person presentation on your own, let the instructor know so that an alternate plan can be made.) You should also develop an evaluation tool that participants will use to provide feedback to you. Seek input on items of particular interest to you and leave space for additional feedback. Select members of the teaching and training class will also provide feedback. This assignment includes peer feedback.	Due: Jul 11  Peer Feedback Due: Jul 22	20 points  (13 points for your presentation + 7 points for your peer feedback)
<b>Assignment 6: Teaching Presentation: Online.</b> Develop a brief online lesson for your course syllabus or training program (or a different syllabus/training program.). It should include, at minimum, a video lecture and an online activity that engages participants. You should also develop an evaluation tool that participants will use to provide feedback to you. You will post your online lesson to Canvas and select members of the class will provide feedback. This assignment includes peer reviews.	Due: Aug 1  Peer Feedback Due: Aug 12	20 points  (13 points for your presentation + 7 points for your peer feedback)
	<b>TOTAL</b>	<b>125 points</b>

**Contract Grading:**

You can determine your grade for this course by fulfilling a contract that spells out in advance the requirements you will complete for the course as well as the penalties for not fulfilling the terms of your grade contract. Review the options below for your contract for a grade. Each student will select and sign their contract for a grade (completed in Canvas); each contract will also be countersigned by Dr. Laura Liang (in Canvas).

- **Do you want a guaranteed course grade of “A”?**

Complete all assignments on-time and as outlined in the assignment instructions. You will have four “Oops” tokens, each worth up to 3 points, that may be used toward missing or late assignment(s). (The number of points awarded for an Oops token will be dependent on the assignment for which the token is being applied.) All assignments will be graded as Exceeds Expectations, Meets Expectations and Does Not Meet Expectations. Exceeds Expectations and Meets Expectations will receive full credit for an assignment. (If an assignment is graded as Does Not Meet Expectations, it must be revised and re-submitted until it receives Meets Expectations.) If you don’t fulfill your contract and have assignments that Do Not Meet Expectations, or missing or late assignments after using your four Oops tokens, then your grade will be lowered depending on the number of missed/late assignments.

**Grading Policy (%):** If you fulfill your contract, you’ll earn an “A”

*(Example: If you choose the Guaranteed A Option and you forget to submit an online discussion post, worth 3 points, then you can use an Oops token and that missed post will be forgiven and you’ll earn the 3 points. If you accidentally submit an assignment late, then you can use an Oops token to reverse the late penalty, up to 3 points.)*

- **Do you want to select which assignments you will complete for your course grade? (Select an option below)**

Option 1: Select which full or partial assignments you will complete, totaling at least 100 points. (Maximum grade is “A.”) All assignments selected must be submitted on-time and as outlined in the assignment instructions. Assignments that are required and must be included are Assignment 1 (partial), Assignment 3, Assignment 5, and Assignment 6. (While students must complete Assignment 3, Assignment 5, and Assignment 6, students may select to drop the peer feedback portion.) You will have two “Oops” tokens, each worth up to 3 points, that may be used toward missing or late assignment(s). (The number of points awarded for an Oops token will be dependent on the assignment for which the token is being applied.) The number of points awarded for an Oops token will be dependent on the assignment for which the token is being applied.) Assignments will be graded based on the number of points outlined for an assignment. (There will be an option to revise and re-submit select assignments if full points are not earned.)

Option 2: Select which full or partial assignments you will complete, totaling at least 90 points. (Maximum grade is “A-.”) All assignments selected must be submitted on-time and as outlined in the assignment instructions. Assignments that are required and must be included are Assignment 1 (partial), Assignment 3, Assignment 5, and Assignment 6. (While students must complete Assignment 3, Assignment 5, and Assignment 6, students may select to drop the peer feedback portion.) You will have four “Oops” tokens, each worth up to 3 points, that may be used toward missing or late assignment(s). (The number of points awarded for an Oops token will be dependent on the assignment for which the token is being applied.) Assignments will be graded based on the number points outlined for an assignment. (There will be an option to revise and re-submit select assignments if full points are not earned.)

Option 3: Discuss requirements for selecting full or partial assignments totaling less than 90 points with the instructor.

<b>Grading Policy* (%):</b>	94 – 100	A	87 – <90	B+	77 – <80	C+
	90 – <94	A-	84 – <87	B	70 – <77	C
			80 – <84	B-	<70	F

\*Grades will NOT be rounded.

## **Assignment Standards:**

Due Dates and Time Zone: All assignments are due no later than 8:00pm EST on the due date (unless otherwise specified). If you are living in a different time zone, please contact the instructor so the time due may be adjusted to your time zone.

Examination: There are no exams in this course.

Lateness. Assignments turned in after the official collection period are considered late. Unless the instructor and student come to an arrangement at least one week before class, there is a 20% point penalty for written work turned in late. (The student may use an Oops token to avoid the point penalty.) Assignments are uploaded to Canvas no later than 8:00pm EST on the due date (unless otherwise specified). If you need to turn in something after the date due, please discuss it with the instructor **BEFORE** the due date to avoid point penalty.

Grammar/Spelling. If more than eight (8) gross punctuation, grammar or spelling errors occur in the written assignments, they will be returned with no grade. These can be resubmitted within five days with a 20% point penalty or the student can accept a failing grade. (The student may use an Oops token to avoid the point penalty.) There is a formal policy on plagiarism in the School catalog that will be the policy for the class.

Citations. Citation style for references in written assignments is American Psychological Association (APA). Please use this APA citation style for electronic references.

Course Materials. Students are responsible and will be held accountable for all assignments and materials. Readings, presentations and assignments are available on Canvas.

Margins and Page Limits Requirements. Refer to each assignment instructions for margins and page limit requirements. A deduction of 20% will occur if an assignment is over the maximum page limit. (The student may use an Oops token to avoid the point penalty.) Assignment instructions are available on Canvas.

Extra Credit. There will be a couple of ways to earn extra credit for this class (such as extra credit posts in your Ahas, Good Ideas, and Things to Consider Log and Blog.). Extra credit opportunities are posted on Canvas.



## Course Schedule:

WEEK	COURSE TOPIC	LINK TO COMPETENCIES AND ASSESSMENTS	ASSIGNMENTS/ASSESSMENTS
1	Overview of Course and Teaching and Learning	<ul style="list-style-type: none"> <li>Assess an audience's knowledge and learning needs</li> </ul>	Module 1 Discussion [See Canvas for due dates] School of Public Health Honor Code Quiz [Due 5/27] Asgmt 1: Ahas, Good Ideas, and Things to Consider Log and Blog [Due 5/27]
2	Establishing a Productive Learning Environment	<ul style="list-style-type: none"> <li>Assess an audience's knowledge and learning needs</li> <li>Deliver training or educational experiences that promote learning in academic, organizational or community settings</li> <li>Use best practice modalities in pedagogical practices</li> </ul>	Module 2 Discussion [See Canvas for due dates] Asgmt 1: Ahas, Good Ideas, and Things to Consider Log and Blog [Due 6/3]
3	Motivating and Engaging Unprepared Students	<ul style="list-style-type: none"> <li>Assess an audience's knowledge and learning needs</li> </ul>	Module 3 Discussion [See Canvas for due dates] Asgmt 1: Ahas, Good Ideas, and Things to Consider Log and Blog [Due 6/10] Asgmt 2: Teaching Philosophy Statement (First Draft) [Due 6/6]
4	Designing an Effective Course / Training Program (Creating a Syllabus and Objectives)	<ul style="list-style-type: none"> <li>Assess an audience's knowledge and learning needs</li> <li>Deliver training or educational experiences that promote learning in academic, organizational or community settings</li> <li>Use best practice modalities in pedagogical practices</li> <li>Generate appropriate methods of formative and summative evaluation in training or educational experiences</li> </ul>	Module 4 Discussion [See Canvas for due dates] Asgmt 1: Ahas, Good Ideas, and Things to Consider Log and Blog [Due 6/17]
5	Skills and Strategies for Facilitating Active Learning	<ul style="list-style-type: none"> <li>Deliver training or educational experiences that promote learning in academic, organizational or community settings</li> <li>Use best practice modalities in pedagogical practices</li> <li>Generate appropriate methods of formative and summative evaluation in training or educational experiences</li> </ul>	Module 5 Discussion [See Canvas for due dates] Asgmt 1: Ahas, Good Ideas, and Things to Consider Log and Blog [Due 6/24] Asgmt 3: Syllabus/Training Program and Narrative (First Draft) [Due 6/20]
6	More Teaching Strategies and Technologies	<ul style="list-style-type: none"> <li>Deliver training or educational experiences that promote learning in academic, organizational or community settings</li> <li>Use best practice modalities in pedagogical practices</li> <li>Generate appropriate methods of formative and summative evaluation in training or educational experiences</li> </ul>	Asgmt 1: Ahas, Good Ideas, and Things to Consider Log and Blog [Due 7/1] Asgmt 3: Syllabus/Training Program and Narrative (Peer Feedback) [Due 7/1]
7	Teaching with Technology	<ul style="list-style-type: none"> <li>Use best practice modalities in pedagogical practices</li> <li>Generate appropriate methods of formative and summative evaluation in training or educational experiences</li> </ul>	Module 7 Discussion [See Canvas for due dates] Asgmt 1: Ahas, Good Ideas, and Things to Consider Log and Blog [Due 7/8]

WEEK	COURSE TOPIC	LINK TO COMPETENCIES AND ASSESSMENTS	ASSIGNMENTS/ASSESSMENTS
8	Novel Teaching Approaches	<ul style="list-style-type: none"> <li>Deliver training or educational experiences that promote learning in academic, organizational or community settings</li> <li>Use best practice modalities in pedagogical practices</li> </ul>	Module 8 Discussion [See Canvas for due dates] Asgmt 1: Ahas, Good Ideas, and Things to Consider Log and Blog [Due 7/15] Asgmt 5: Teaching Presentation: In-person/ Remote [Due 7/11]
9	Understanding Students	<ul style="list-style-type: none"> <li>Assess an audience's knowledge and learning needs</li> <li>Deliver training or educational experiences that promote learning in academic, organizational or community settings</li> <li>Use best practice modalities in pedagogical practices</li> <li>Generate appropriate methods of formative and summative evaluation in training or educational experiences</li> </ul>	Module 9 Discussion [See Canvas for due dates] Asgmt 1: Ahas, Good Ideas, and Things to Consider Log and Blog [Due 7/22] Asgmt 4: Teaching and Learning Book Executive Summary and Review [Due 7/18] Asgmt 5: Teaching Presentation: In-person/ Remote (Peer Feedback) [Due 7/22]
10	DEI in Higher Education	<ul style="list-style-type: none"> <li>Use best practice modalities in pedagogical practices</li> </ul>	Module 10 Discussion [See Canvas for due dates] Asgmt 1: Ahas, Good Ideas, and Things to Consider Log and Blog [Due 7/29]
11	Promoting Higher Order Thinking	<ul style="list-style-type: none"> <li>Assess an audience's knowledge and learning needs</li> <li>Generate appropriate methods of formative and summative evaluation in training or educational experiences</li> </ul>	Module 11 Discussion [See Canvas for due dates] Asgmt 1: Ahas, Good Ideas, and Things to Consider Log and Blog [Due 8/5] Asgmt 6: Teaching Presentation: Online [Due 8/1]
12	Assessing to Inform Instruction and Promote Learning	<ul style="list-style-type: none"> <li>Use best practice modalities in pedagogical practices</li> </ul>	Module 12 Discussion [See Canvas for due dates] Asgmt 1: Ahas, Good Ideas, and Things to Consider Log and Blog [Due 8/12] Asgmt 2: Teaching Philosophy Statement (FINAL (Return 1st statement with comments) [Due 8/8] Asgmt 6: Teaching Presentation: Online (Peer Feedback) [Due 8/12]
13	Ethics in Teaching	<ul style="list-style-type: none"> <li>Assess an audience's knowledge and learning needs</li> <li>Generate appropriate methods of formative and summative evaluation in training or educational experiences</li> </ul>	Asgmt 1: Ahas, Good Ideas, and Things to Consider Log and Blog [Due 8/18] Asgmt 3: Syllabus/Training Program and Narrative (Final) [Due 8/15]



## Ahas, Good Ideas, and Things to Consider Log and Blog – Due Dates

The instructions and expectations for the Blog are posted on Canvas.

- **REQUIRED:** Blog entries must be submitted by Friday each week (by 8:00pm EST). Each required blog entry is worth 1.5 points. You must post at least eight (8) blog entries during the semester on-time (meaning by the Friday deadline for each week). You may choose which eight (8) blog entries you include in your log and blog but each entry must be submitted on-time to be counted.
- The blog entry for Module 13 is due on Thursday, August 18 (by 8:00pm EST).
- **OPTIONAL:** Any extra blog entries, more than the eight (8) required entries, will be counted as Extra Credit. Extra Credit blog entries are worth 1.0 point each. Extra Credit entries must be submitted on-time to be counted.
- Any blog entries posted late will not be counted or graded.
- If you are living in a different time zone, please contact the instructor so the time due may be adjusted to your time zone.

## Online Discussions and Activities (Student Engagement) – Due Dates

The instructions and expectations for the Online Discussions and Activities are posted on Canvas. Original posts for Discussions are due by Sundays most weeks (by 8:00pm EST) and your replies are due Wednesdays (by 8:00pm EST) each week. As this is a course about improving our teaching, each student will help to develop and lead an online activity or discussion for one module (Student Led Discussions). Students must sign-up for one module and students may work individually or in teams of two. Eleven modules have online discussions and activities which are due on:

Module	Original Post Due	Your Replies Due	Point Value
Module 1	May 26, 8:00PM (Thursday)	No Replies Due for Module 1	2 points
Module 2	June 5, 8:00PM	June 8, 8:00PM	3 points
Module 3	June 12, 8:00PM	June 15, 8:00PM	3 points
Module 4	June 19, 8:00PM	June 22, 8:00PM	3 points
Module 5	June 26, 8:00PM	June 29, 8:00PM	3 points
Module 6	No Discussion for Holiday	No Discussion for Holiday	----
Module 7	July 10, 8:00PM	July 14, 8:00PM (Thursday)	3 points
Module 8	July 17, 8:00PM	July 20, 8:00PM	3 points
Module 9	July 24, 8:00PM	July 27, 8:00PM	3 points
Module 10	July 31, 8:00PM	Aug 3, 8:00PM	3 points
Module 11	August 7, 8:00PM	August 10, 8:00PM	3 points
Module 12	August 19, 8:00PM (Friday)	No Replies Due for Module 12	4 points
Module 13	No Discussion	No Discussion	----

- Maximum number of points for the Online Discussions and Activities is 33 points. Students may choose to not participate in one module's discussion and activities without penalty and without using an Oops token. Module 1 and Module 12 are required. (Any extra points earned will be counted as Extra Credit.)
- Any Online Discussions and Activities entries posted late will not be counted or graded.
- There will be a combination of discussions and online activities for several modules.
- If you are living in a different time zone, please contact the instructor so the time due may be adjusted to your time zone.

**Learning Management System:** Canvas will be used extensively throughout the semester for course syllabus, assignments, announcements, communication and/or other course-related activities. It is the student's responsibility to familiarize themselves with Canvas and check it regularly. If you have difficulties accessing Canvas, please inform the instructor and Canvas Support ([help@canvas.rutgers.edu](mailto:help@canvas.rutgers.edu)). Canvas is accessible at [canvas.rutgers.edu](https://canvas.rutgers.edu).

**School of Public Health Honor Code:** The School of Public Health Honor Code is found in the School Catalog ([sph.rutgers.edu/academics/catalog.html](https://sph.rutgers.edu/academics/catalog.html)). Each student bears a fundamental responsibility for maintaining academic integrity and intellectual honesty in his or her graduate work. For example, all students are expected to observe the generally accepted principles of scholarly work, to submit their own rather than another's work, to refrain from falsifying data, and to refrain from receiving and/or giving aid on examinations or other assigned work requiring independent effort. In submitting written material, the writer takes full responsibility for the work as a whole and implies that, except as properly noted by use of quotation marks, footnotes, etc., both the ideas and the works used are his or her own. In addition to maintaining personal academic integrity, each student is expected to contribute to the academic integrity of the School community by not facilitating inappropriate use of her/his own work by others and by reporting acts of academic dishonesty by others to an appropriate school authority. It should be clearly understood that plagiarism, cheating, or other forms of academic dishonesty will not be tolerated and can lead to sanctions up to and including separation from the Rutgers School of Public Health.

**Students with Disabilities:** Rutgers University welcomes students with disabilities into all of the University's educational programs. In order to receive consideration for reasonable accommodations, a student must apply for Services by first completing a Registration Form with the Rutgers Office of Disability Services (ODS) at [ods.rutgers.edu](https://ods.rutgers.edu). The student will also be required to participate in an ODS intake interview and provide documentation. If reasonable accommodations are granted, ODS will provide you with a Letter of Accommodations which should be shared with your instructors as early in your courses as possible.

**Commitment to Safe Learning Environment:** The Rutgers School of Public Health is committed to helping create a safe learning environment for all students and for the School as a whole. Free expression in an academic community is essential to the mission of providing the highest caliber of education possible. The School encourages civil discourse, reasoned thought, sustained discussion, and constructive engagement. Provocative ideas respectfully presented are an expected result. An enlightened academic community, however, connects freedom with responsibility. The School encourages all students to disclose any situations where you may feel unsafe, discriminated against, or harassed. Harassment or discrimination of any kind will be not tolerated and violations may lead to disciplinary actions.

**Reporting Discrimination or Harassment:** If you experience any form of gender or sex-based discrimination or harassment, including sexual assault, sexual harassment, relationship violence, or stalking, know that help and support are available. You may report such incidents to the [RBHS Title IX Office](#) or to the School of Public Health's [Office of Student Affairs](#). Rutgers University has staff members trained to support survivors in navigating campus life, accessing health and counseling services, providing academic and housing accommodations, and more. If you experience any other form of discrimination or harassment, including racial, ethnic, religious, political, or academic, please report any such incidents to the School's [Office of Student Affairs](#). The School strongly encourages all students to report any incidents of discrimination or harassment to the School. Please be aware that all Rutgers employees (other than those designated as confidential resources such as advocates, counselors, clergy and healthcare providers as listed in Appendix A to [Policy 10.3.12](#)) are required to report information about such discrimination and harassment to the School and potentially the University. For example, if you tell a faculty or staff member about a situation of sexual harassment or sexual violence, or other related misconduct, the faculty or staff member must share that information with the [RBHS Title IX Coordinator](#). If you wish to speak to a confidential employee who does not have this reporting responsibility, you can find a list of resources in Appendix A to University [Policy 10.3.12](#). For more information about your options at Rutgers, please visit [Rutgers Violence Prevention and Victim Assistance](#).

**Graduate Student Computer Policy:** Students are required to possess a personal laptop, no older than approximately two years, that must meet minimum requirements which may be found online at:

[sph.rutgers.edu/student-life/computer-support.html](http://sph.rutgers.edu/student-life/computer-support.html)

**Policy Concerning Use of Recording Devices and Other Electronic Communications Systems:** When personally owned communication/recording devices are used by students to record lectures and/or classroom lessons, such use must be authorized by the faculty member or instructor who must give either oral or written permission prior to the start of the semester and identify restrictions, if any, on the use of mobile communications or recording devices.

**Policy Concerning Use of Turnitin:** Students agree that by taking this course all required papers may be subject to submission for textual similarity review to Turnitin.com (directly or via learning management system, i.e. Canvas) for the detection of plagiarism. All submitted papers will be included as source documents in the Turnitin.com reference database solely for the purpose of detecting plagiarism of such papers. Use of the Turnitin.com service is subject to the Usage Policy posted on the Turnitin.com site. Students who do not agree should contact the course instructor immediately.

**Withdrawal/Refund Schedule:** Students who stop attending their course(s) without submitting a completed [Add/Drop Course](#) form will receive a failing grade. Furthermore, students dropping to zero credits for the semester are considered withdrawn and must submit a completed [Leave of Absence](#) form from the School of Public Health's Office of Student Affairs. The School of Public Health refunds tuition only. Administrative and technology fees are non-refundable. You may find the Withdrawal/Refund Schedule on the School of Public Health website at:

[sph.rutgers.edu/academics/academic-calendar.html](http://sph.rutgers.edu/academics/academic-calendar.html)