

**Course Title:** Leadership and Management of Organizations Contributing to Public Health I

**Course Number:** UGPH 0711

**Course Pre- and Co-requisite(s):** None

**Course Location:** Online synchronous sessions and 1 in person session during the executive session (plus additional work with colleagues and via asynchronous discussion on message boards).

**Course Date & Time:** Thirteen online synchronous sessions held on Tuesday evenings 6:30-8:30pm **with one exception Friday 9/16\*** during the Executive Session weekend (which will **replace Tuesday 9/20**).

**The full schedule of our weekly sessions is:** 9/6, 9/13, 9/16 (at executive session), 9/27, 10/11, 10/18, 10/25, 11/1, 11/15, 11/22, 11/29, 12/6, 12/13.

FINAL EXAM GIVEN 12/13 DUE BY 12/20 at 6:30pm

**Course Instructor:** Leslie M. Kantor, PhD, MPH  
Professor and Chair Urban-Global Public Health  
Rutgers School of Public Health  
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201-492-0604

**Office Hours:** By appointment

**Course Assistant:** Devery Volpe, [devery.volpe@rutgers.edu](mailto:devery.volpe@rutgers.edu)

**Course Website:**

**Books/Additional/Supplemental Readings/Resources:** See all sessions. These are all listed in Modules in Canvas.

**Course Description:**

Leadership and management are essential to all organizations and professional fields. For organizations that aim to contribute to improvements in public health, leadership and management are essential to fulfilling organizational missions and achieving impact. Leaders need a high level of self-awareness, a broad set of skills, and an understanding of the network of organizations, resources, and expertise in their fields. In addition, a focus solely on individual leadership and management skills neglects the macro environment in which organizations and leaders are operating. Without an understanding of the structures and systems that drive organizational and individual behavior, actions are more likely to result in problematic or unintended consequences and in avoidable setbacks. For any organization that directly

influences public health and healthcare, these organizational failures have serious consequences.

Our work together in this course will include a chance to build systems thinking capacity, develop strategies for influencing organizations within complex macro environments, and practical skills for all aspects of organizational leadership and management. We will center the need for recruiting, retaining, and developing diverse professionals within our organizations. Participants will also have an opportunity to explore their own leadership goals, to work collaboratively with the other members of the DrPH program and to meet numerous leaders who will join as guests.

Note: leadership can certainly be exercised from outside of organizations but most people will establish their leadership profile and management skills within organizations so that will be our focus, although we will consider how leaders extend their influence outside of organizational roles and constraints and how leaders outside of the field of public health impact public health both intentionally and unintentionally. Elected officials' perspective and approach to public health will be covered mainly in the Policy, Power, and Advancing Public Health course but we will consider the policy maker perspective as we problem solve.

In the first course in the sequence, the key topics include strategic planning, leadership approaches, organizational governance, development (full complement of available strategies), organizational communication and organizational failure.

Assignments for the first course in the sequence include comparing and contrasting the U.S. response to COVID with select other countries, critical analyses of existing strategic plans and a group project assessing an organizational failure (see Assignments grid for additional information.)

## **Expectations:**

- This course utilizes a variety of active learning strategies that will draw on participants' own experience and expertise. In order to contribute to and benefit from the courses, please complete the readings and pre-class assignments on time. If you need an extension on any assignment, please reach out to the professor as soon as you realize that to see what accommodations can be made.
- This course is an online synchronous course.
- Students are expected to attend all classes. If you must miss a session or part of a session, let the professor know as soon as possible and arrange with another student to give you an overview of what was covered. This is NOT a PowerPoint/lecture-based class (see bullet one) so it will be challenging to appreciate the material if you are absent. Online, synchronous classes can be attended from any location with adequate connectivity.
- Students are expected to join the online, synchronous classes using both video and audio. To ensure the smooth functioning of the course for all, please plan to be somewhere with reliable WiFi and test your access to the system in advance of sessions, especially if you are in a new location.

- Students will learn from one another as well as from the professor and outside guest experts. Everyone will benefit if we are all dedicated to helping one another strengthen our knowledge and skills.
- We will develop a set of group agreements about how we interact with one another during our first session.

## **Selected Concentration Competencies Addressed:**

**Note: The number next to competency reflects the number in the CEPH competencies.**

### **Competencies addressed in Course 1:**

**(4).** Propose strategies for health improvement and elimination of health inequities by organizing stakeholders, including researchers, practitioners, community leaders and other partners. (Assessed by final exam case study.)

**(5).** Communicate public health science to diverse stakeholders, including individuals at all levels of health literacy, for purposes of influencing behavior and policies. (Assessed by assignment 1 comparing and contrasting US response to COVID to another country and group project on organization failure.)

**(6).** Integrate knowledge, approaches, methods, values and potential contributions from multiple professions and systems in addressing public health problems. (Assessed by Assignment 1 and final exam case study.)

**(7).** Create a strategic plan. (Assessed by assignment 2 which requires critical review of strategic plans.)

**(9).** Create organizational change strategies. (Assessed by group project on organization failure and critical review of strategic plans.)

**(12).** Propose human, fiscal and other resources to achieve a strategic goal. (Assessed by review/editing of fundraising proposal including memos to 2 peers about their grants.)

**(13).** Cultivate new resources and revenue streams to achieve a strategic goal. (Assessed by review/editing of fundraising proposals including memos to 2 peers about their grants.)

**(17).** Propose InterProfessional team approaches to improving public health. (Assessed by first assignment examining various country approaches to COVID and group project on organization failure.)

### **Additional competency:**

Analyze principles for effective communication in traditional and social media and develop skills for effectively representing organizations in the media.

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:

As a result of participating in the course, preparing the cases, doing the readings and interacting with the other students and the guest speakers, students will be able to:

- Create strategic plans that engage key constituents and articulate the differences between strategic plans and strategy, as well as some of the limitations of structuring organizational work according to a traditional strategic plan.
- Analyze available approaches to development and sustainability that set organizations up for financial stability and programmatic success.
- Compare and contrast approaches to organizational governance and develop and engage boards and key stakeholders.
- Analyze the strengths and weaknesses of their own leadership profile.
- Utilize leadership and organizational theories to drive management approaches.
- Recognize the elements that lead to organizational failures and the organizational policies and practices that will help prevent these events.

### Some Guest speakers for this semester will be:

Lisa Asare Deputy Commissioner NJ Department of Human Services  
Vignetta Charles PhD, CEO, ETR Associates  
Eric Ferrero Executive Director Fund for Investigative Journalism  
Cynthia Gómez PhD, Board Member ETR Associates, Board Member, Guttmacher Institute  
Betsy Liley, Chief Development Officer Enactus

### Special Circumstances During COVID-19 (Updated Fall 2021)

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.

### Course Requirements and Grading:

Assignment	Competencies assessed	Points and Due Dates
Contributions to the class/participation.	Various	Points: 10, throughout course

<p>Develop/present 5-minute analysis in pairs examining how various countries addressed COVID and how it compares/contrasts with the US response. See full assignment in Canvas for details.</p>	<p><b>(17)</b> Propose InterProfessional team approaches to improving public health.</p>	<p>Points: 10 Assignment given 9/6 Assignment due 9/16 (in class presentation)</p>
<p>Critical review of strategic plans: assess 3 existing strategic plans and use Allison and Kaye book as a guide for what should be included, reflect critically on content, execution, and facility of strategic plan use by organizations, discuss whether adequate resources appear to be available for implementing the plan. Format: 8-10 double spaced (6-8 single spaced) paper. See full assignment in Canvas for details.</p>	<p><b>(7)</b> Create a strategic plan.  <b>(12)</b> Propose human, fiscal and other resources to achieve a strategic goal.  <b>(9)</b> Create organizational change strategies.</p>	<p>Points: 20 Assignment given 9/6 Assignment due 10/11</p>
<p>Commentaries on 2 other students' strategic plan papers. Guidance to be given in class and reiterated on discussion board.</p>	<p><b>(7)</b> Create a strategic plan.</p>	<p>Points: 10 Week of 10/11, comments posted by COB Mon 10/17</p>
<p>Group project: Organization failure—assessment of crisis, response to crisis, and missed signals/opportunities for prevention or better recovery—written memo and 5-minute podcast or video.</p>	<p><b>(9)</b> Create organizational change strategies.  <b>(17)</b> Propose InterProfessional team approaches to improving public health.  <b>(5)</b> Communicate public health science to diverse stakeholders, including individuals at all levels of health literacy, for purposes of influencing behavior and policies.  <b>(additional competencies addressed):</b> Analyze principles for effective communication in traditional and social media and develop skills for effectively representing organizations in the media.</p>	<p>Points: 20 Assignment given 10/18 ½ of projects will be presented in class 11/29 the other ½ of projects will be presented in class 12/6</p>
<p>Discussion board commentary on other groups' podcasts videos (comment on all, reflecting concepts learned throughout the course.)</p>	<p>(same as above—e.g. 9, 5, 17 and additional).</p>	<p>Points: 10 Due Thursday 12/6 and 12/13</p>

<p>Final exam—based on a case, take home, no time or material constraints</p>	<p><b>(4)</b> Propose strategies for health improvement and elimination of health inequities by organizing stakeholders, including researchers, practitioners, community leaders and other partners.</p> <p><b>(6)</b> Integrate knowledge, approaches, methods, values and potential contributions from multiple professions and systems in addressing public health problems.</p>	<p>Points: 20 Given 12/6, Due 12/13 by 8:30pm</p>
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**School-wide uniform grading scale:**

*Grading Policy:*

94 – 100	A
90 – <94	A-
87 – <90	B+
84 – <87	B
80 – <84	B-
77 – <80	C+
70 – <77	C
<70	F

**Course Schedule:**

**Books:** Please obtain the 2 books that we'll use this semester

- Allison and Kaye: Strategic Planning for Nonprofit Organizations: A Practical Guide for Dynamic Times (3rd Edition)
- Piana, D.L. & Campos, M.M. (2018). The Nonprofit Strategy Revolution: Real-Time Strategic Planning in a Rapid-Response World. Nashville, TN: Tuner Publishing Company

**Prior to class starting:** (assigned reading links and activities can be found in Canvas pre-first sessions module due on 9/6):

Allison and Kaye: Strategic Planning for Nonprofit Organizations: A Practical Guide for Dynamic Times (3rd Edition). Please read as much of the Allison and Kaye as possible in advance of our first session—you should have the entire book finished by Week 2 on 9/14.

Review one another's LinkedIn profiles in advance of our first session. This is also a great opportunity to update/review your own profile!

Complete the Predictive Index and send me the report that you receive, as well as reviewing and keeping one for yourself. You can complete the PI at the link found in Canvas pre-first sessions module.

Watch the video about NASA's organizational culture and decision-making (trigger warning—this centers on the Challenger and Columbia disasters and shows footage of both). Link found in Canvas pre-first sessions module.

Follow 2 Leaders: Choose one public health leader and one other leader to follow across social media platforms (minimum Twitter—if they have a presence on other platforms, try to follow on those as well).

Read, in preparation for our first class: Interlandi, Jeneen. (June 25, 2021). Covid Proved the C.D.C. is Broken. Can it be Fixed. The New York Times Magazine. Link and discussion questions found in Canvas pre-first sessions module.

## **Online Synchronous session 1: Tuesday 9/6/22, 6:30-8:30pm. Introduction to Course, Introducing Macro-Organizational Analysis and Organizational Failure**

**Case 1:** come to class having prepared article found in pre-first session activity in Canvas

**Assignment 1:** given

**Assignment 2:** given

### **Readings:**

Please read as much of the Allison and Kaye as possible in advance of our first session—you should have the entire book finished by Week 2 on 9/13.

Allison and Kaye: *Strategic Planning for Nonprofit Organizations: A Practical Guide for Dynamic Times* (3rd Edition)

## **Online Synchronous session 2: Tuesday 09/13/22, 6:30-8:30pm. Successful Organizational Management During COVID, Strategic Plans v Strategy (introduced)**

**Guest speaker:** Vignetta Charles, CEO, ETR Associate

### **Readings:**

Finish - Allison, M., & Kaye, J. (2015). *Strategic Planning for Nonprofit organizations: a practical guide for dynamic times*. Hoboken, NJ: John Wiley & Sons, Inc. (entire book)

Hoch, J. E., Bommer, W. H., Dulebohn, J. H., & Wu, D. (2018). Do Ethical, Authentic, and Servant Leadership Explain Variance Above and Beyond Transformational Leadership? A Meta-Analysis. *Journal of Management*, 44(2), 501-529. doi:10.1177/0149206316665461

Hogan, S. J., & Coote, L. V. (2014). Organizational culture, innovation, and performance: A test of Schein's model. *Journal of Business Research*, 67(8), 1609-1621.

Senge, P. (2016). *Rethinking Leadership in the Learning Organization*. Redwood City, CA: *Omidyar Network*.

Review organizational website: <https://www.etr.org/>

**Online Synchronous session 3: During Executive session weekend Friday 09/16/22, 1:30-3:30pm. Project presentations.**

**Assignment 1:** due

**Readings:** see week 4 (there is a lot of material to review so, in the week when we don't meet on 9/20, use this time to prepare for session four)

**No Class Tuesday 9/20/22**

**Online Synchronous session 4: Tuesday 9/27/22, 6:30-8:30pm. Governance**

**Guest Speaker:** Cynthia Gómez PhD, Chair of the Board of Directors ETR Associates, Board Member, Guttmacher Institute

**Readings:**

Gantt, S. P. (2013). Applying Systems-Centered Theory (SCT) and methods in organizational contexts: Putting SCT to work. *International journal of group psychotherapy*, 63(2), 234-258.

Kaplan, G., G. Bo-Linn, P. Carayon, P. Pronovost, W. Rouse, P. Reid, and R. Saunders. (2013). Bringing a systems approach to health. Discussion Paper, Institute of Medicine and National Academy of Engineering, Washington, DC. [nae.edu](http://nae.edu).

Kim, D. H. (2000). *Systems Thinking Tools*. Waltham, MA: Pegasus Communications.

**Review:**

Watch the video guest lecture and student Q&A with Cynthia Gómez PhD, from L&M I session 4 2021, talking about her board role. At the 1:12 minute mark this guest lecture part of the class ends and there is no need to continue watching the video. Then review links to a few organizations on which she is a board member and a link to where you can learn about her:

Founding director of the [Health Equity Institute at San Francisco State University](#), Board Members [ETR Associates](#), Chair of Nominating and Governance Committee [Guttmacher Institute](#), Chair of the Board of Directors at [Adira Foundation](#), Member Board of Directors [dfusion](#), Member Board of Directors [San Francisco Community Health Center](#), Cynthia Gómez [Wikipedia](#)

**No Class Tuesday 10/4/22**

**Online Synchronous session 5: Tuesday 10/11/22, 6:30-8:30pm. Budgets**

**Assignment 2:** due 10/4

**Assignment 3:** due 10/11

**Readings:**

Bokoff J., McGill, L., Nylen-Wysocki, E., Wolcheck, D. (2018). U.S. Foundation Funding for Nonprofit and Philanthropic Infrastructure 2004-2015. *ISSUELAB by Candid*.

Price, N. (2018) The Difference Between Governance and Management.

Piana, D. L., & Campos, M. M. (2018). The nonprofit strategy revolution: real-time strategic planning in a rapid-response world. Nashville, TN: Turner Publishing Company. (entire book)

**Review:** to be announced

## **Online Synchronous session 6: Tuesday 10/18/22, 6:30-8:30pm. Development**

**Assignment 4:** given

### **Podcast:**

Geever, J. C. (2012). The Foundation Centers guide to proposal writing. New York: Foundation Center. New York: GRANTSPACE by Candid. This podcast in 9 hours and thirty minutes long please listen to half of the podcast for this week.

### **Readings:**

Leinwand, P. and Couto, V. (March 10, 2017). How to Cut Costs More Strategically. Harvard Business Review.

### **Tasks:**

Visit: grants.gov and complete at least 3 searches related to the topic/area you work in

### **Review:**

Methodology for Charity Finder: Charity Navigator's Methodology.

And for Charity Watch: Charity Watch. Frequently Asked Questions.

## **Online Synchronous session 7: Tuesday 10/25/22, 6:30-8:30pm. Zero Based Budgeting, Local Health Department Case**

### **Reading/Preparation:**

Foster et al. Making Big Bets for Social Change (and feel free to explore other information on Big Bets including the Big Bet tool kit at Bridgespan.org)

### **Podcast:**

Finish - Geever, J. C. (2012). The Foundation Centers guide to proposal writing. New York: Foundation Center. New York: GRANTSPACE by Candid.

### **Review:**

Review anything at National Council of Nonprofits with which you are not familiar.

## **Online Synchronous session 8: Tuesday 11/1/22, 6:30-8:30pm. Communications and continuing with the H1N1 case analysis**

### **Reading:**

Vaughan, D. (2005). Organizational rituals of risk and error. Organizational encounters with risk, 33-66

**No Class Tuesday 11/8/22**

**Online Synchronous session 9: Tuesday 11/15/22, 6:30-8:30pm. Public Leadership, Governmental Sector**

**Speaker:**

**Readings:**

Baldoni, J. (2011). How a Good Leader Reacts in a Crisis. *hbr.org*.

**Online Synchronous session 10: Tuesday 11/22/22, 6:30-8:30pm. Organizational Communication and Considering Individual Communication Skills and Practices Within Systems**

**Readings:**

Lammers, J. C., & Barbour, J. B. (2006). An Institutional Theory of Organizational Communication. *Communication Theory*, 16(3), 356-377.

Husain, Z. (2006). Effective Communication Brings Successful Organizational Change. *The Business & Management Review*, 3(2), 43. Volume16, Issue3 August 2006

Kwon, B., Farndale, E., & Park, J. G. (2016). Employee Voice and Work Engagement: Macro, Meso, and Micro-level Drivers of Convergence?. *Human Resource Management Review*, 26(4), 327-337.

**Watch (Video):**

Roschmann, M. [Matthew Koschmann]. (2012). *What is Organizational Communication?* [YouTube].

**Online Synchronous session 11: Tuesday 11/29/22, 6:30-8:30pm. Organization Failure and half of class group project presentation.**

**Assignment 4 due:** First half group project due. Memo due for all

**Assignment 5 part one given:** Post to the discussion board for first half project presentations

**Online Synchronous session 12: Tuesday 12/06/22, 6:30-8:30pm. Second half group project due and, wrap up and prepare for final.**

**Assignment 4 due:** Second half group project due

**Assignment 5 part one due:** Post to the discussion board for first half project presentations

**Assignment 5 part two given:** Post to the discussion board for second half project presentations

**Online Synchronous session 13: Tuesday 12/13/22, 6:30-8:30pm. Final exam given.**  
**Assignment 5 part two due:** Post to the discussion board for the second half project presentations

**FINAL EXAM GIVEN 12/13 DUE BY 12/20 at 8:30pm**

**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.

**Student Well-Being:** The School of Public Health recognizes that students may experience stressors or challenges that can impact both their academic experience and their personal well-being. If the source of your stressors or challenges is academic, 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. For personal concerns or 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 [SPH Student Connect Canvas page](#).

**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](#).

**Overview of School Policies:** Academic and non-academic policies and procedures, such as Auditing a Course, Retaking Courses, Grade Grievance and others that cover registration, courses and grading, academic standing and progress, student rights and responsibilities, graduation and more may be found under [Policies](#) on the School of Public Health website. Below are select specific policies; however, students are responsible for keeping informed about academic and non-academic policies and procedures beyond those noted on this syllabus.

**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)

## SYLLABUS ADDENDUM

### Remote Learning Policies

As you know, we are engaged in this course under extraordinary circumstances. Not only are we now conducting the class remotely, but we are all working under the repercussions of the COVID-19 pandemic. The following are class policies for our class sessions with Zoom. Please read carefully; these policies apply to the Fall 2020 semester. All students are expected to adhere to the policies.

**General:** Log into Zoom using your Rutgers NetID and sign-in with your full first name and last name as listed on the class roster. (If you use a different name than what is listed on the class roster, please email the instructor in advance of the class or send a private Chat message.) Using your full name allows the instructor to know who is in attendance and to quickly sort students into their groups when needed. Users who do not log into Zoom using their Rutgers NetID may have trouble accessing the Zoom classroom.

**Video:** Please turn on your video when possible. We recognize that this isn't always easy but this will help to build our class community. Seeing the faces of your classmates more closely duplicates the typical in-person learning experience and may shift your mindset into more focus and attention. Seeing each other can also provide each of us with positive social interactions.

- If you're unable to find an environment without a lot of visual distractions or prefer to not show your living space as a background, feel free to use a virtual background (several virtual background images created by the School of Public Health are available in the [Student Connect Canvas page](#)).
- To save bandwidth, there may be times during class when the instructor asks students to turn off videos.
- Add a photo to your Zoom profile. (Then in times when videos are off, we'll see photos of everyone rather than an empty box.)
- If you have limited internet bandwidth or other issues impacting your video use, please inform the instructor.

**Audio:** Mute your microphone when you are not talking. This helps eliminate background noise.

- Use a headset, if possible. If you own headphones with a microphone, please use them. This improves audio quality.
- Be in a quiet place, if possible. Turn off any music, videos, etc. in the background.

**Chat:** Stay on topic and be respectful. Use the chat window for questions and comments that are relevant to class.

**NOTE:** Class meetings on Zoom will be recorded and made available for students in the course on Canvas only.