Division: Kinesiology, Health, and Sport Studies
Program Area: Health
Course #: HE 6501
Course Title: Measurement and Evaluation in Community Health Education (3 credit hours)
Course Ref. No.: 28314
Section #: 001
Term/Year: Winter 2017
Course Location: 0113 STAT
Day & Time: Thursday 5:30-8:00 PM
Instructor: Rachael Dombrowski, MPH, PhD
Office: Room 2155 FAB (Faculty Administration Building), 656 W. Kirby, 2nd Floor
Office Hours: Tuesdays and Thursdays from 1:00pm – 5:00pm (if attending, please send email with time), or by appointment
Office Phone: 313-577-9326
E-mail: fy9585@wayne.edu
(Note: email is the best way to reach me)

Office Hours, Contacting me: Students are welcome and encouraged to ask questions. Please submit questions to the Blackboard ASK and ASSIST discussion board for the fastest response, as I will monitor this board frequently. Other students can learn from your questions so I ask that you share them. Please check the ASK and ASSIST discussion board before you submit your question, as it may have already been shared or answered. If you have a personal course related need, please send an email to me. Individual appointments are best arranged through email, even if attending during office hours as you may be disappointed if I have stepped out or am with another student at the time you stopped by. If you send an email, please include “HE 6501” in the subject line.

Course address: http://blackboard.wayne.edu

Course Description: This course identifies frameworks, principles, models and strategies for evaluating health education programs. Prerequisites: Graduate major in Health Education and HE 6420 or permission of the instructor. (catalogue description).

This is a course for community health graduate students. The purpose of this course will be to provide a thorough introduction to evaluation and measurement for health educators including application of key evaluation techniques for health education, promotion and prevention programs.

Course Outcomes and Objectives

At the conclusion of the course, students will be able to demonstrate knowledge across the following topic areas: program planning as it relates to evaluation, basics of measurement, steps in instrument development, reliability assessment, validity assessment, measurement errors, process evaluation, designs for quantitative evaluation, approaches to qualitative evaluation, sampling for evaluation, introduction to quantitative analysis and data interpretation and evaluation report writing.
The following Responsibilities and Competencies for Certified Health Education Specialists (CHES Exam) will be addressed:

Area I – Assess Needs, Resources and Capacity for Health Education/Promotion

Competency 1.1 Plan assessment process for health education/promotion
1.1.3 Engage priority populations, partners and stakeholders to participate in the assessment process
1.1.4 Apply theories and/or models to assessment process

Competency 1.2 Access existing information and data related to health
1.2.1 Identify sources of secondary data related to health
1.2.3 Review related literature
1.2.4 Identify gaps in the secondary data
1.2.5 Extract data from existing databases
1.2.6 Determine the validity of existing data

Area IV – Conduct Evaluation and Research Related to Health Education/Promotion

Competency 4.1: Develop evaluation plan for health education/promotion
4.1.1 Determine the purpose and goals of evaluation
4.1.2 Develop questions to be answered by the evaluation
4.1.3 Create a logic model to guide the evaluation process
4.1.5 Determine the types of data to be collected (e.g., qualitative, quantitative)
4.1.7 Select a model for evaluation
4.1.8 Develop data collection procedures for evaluation
4.1.9 Develop data analysis plan for evaluation
4.1.10 Apply ethical principles to the evaluation process

Competency 4.2: Develop a research plan for health education/promotion
4.2.3 Conduct search for related literature
4.2.4 Analyze and synthesize information found in the literature

Competency 4.3: Select, adapt and/or create instruments to collect data
4.3.1 Identify existing data collection instruments
4.3.2 Adapt/modify existing data collection instruments
4.3.3 Create new data collection instruments
4.3.4 Identify usable items from existing instruments
4.3.5 Adapt/modify existing items
4.3.6 Create new items to be used in data collection

Competency 4.4: Collect and manage data
4.4.3 Monitor and manage data collection
4.4.4 Use available technology to collect, monitor and manage data
4.4.5 Comply with laws and regulations when collecting, storing and protecting participant data

Competency 4.6: Interpret results
4.6.1 Synthesize the analyzed data
4.6.2 Explain how the results address the questions and/or hypotheses
4.6.3 Compare findings to results from other studies or evaluations
4.6.4 Propose possible explanations of findings
4.6.5 Identify limitations of findings
4.6.6 Address limitations as they relate to findings
4.6.7 Draw conclusions based on findings
4.6.8 Develop recommendations based on findings

Competency 4.7: Apply findings
4.7.1 Communicate findings to priority populations, partners and stakeholders

Note: For some of the aforementioned competencies, we will not have adequate time in the semester for each of you to experience all phases of the skills (i.e., establish validity of data collection instruments) because this would take more time than we have in the semester. We will discuss steps in the process so that you may undertake such tasks in the future.
Methods: There will be multiple teaching methods, including: lectures, assigned readings, in-class and online discussions, skill-building activities, written assignments, group work and exams.

Required Reading Material

Readings for each class session are listed at the end of this syllabus and will be accessible on the Blackboard Website for the course (http://blackboard.wayne.edu) or accessible through the WSU library by clicking on Google Scholar to search for the document’s DOI. Your WSU AccessID will provide you with access to the course website on Blackboard. The Blackboard course website includes announcements, the most up-to-date syllabus, handouts, lecture slides, assignments and external links. The Blackboard site will be an evolving course product and resource. To have access to the documents through the WSU library and/or Google Scholar you must sign in through the library’s webpage: www.lib.wayne.edu. Call the Help Desk for assistance: 313-577-4887.

There is one required textbook, which will be supplemented by selected journal articles and websites.


The textbook is available at the Student Bookstore.

Additional Required and Optional Readings: Required readings (outside of the textbook) are listed in the syllabus and will be available via the course website on Blackboard. Click on “Course Materials” and then click on the folder of the week for which the readings are assigned.

IMPORTANT: There will be some additions and/or changes to the readings during the semester.

Note: Lecture slides will be posted on Blackboard by 3:00 pm the day of class.

Course Assignments and Student Assessment

Your grade will consist of the total points that you earn on the assignments listed below. When scored assignments are returned to you (electronically through email or Blackboard), please record the number of points that you earned for each assignment and ensure that it is correct in Blackboard (View by clicking on the “My Grades” tab). Do not delete assignments until your final grade is posted, if there is an error in your grade, you will need to show proof of the actual grade received.

College graduates, especially educators, should be able to communicate both orally and in written form. Once you enter the workforce you are representing Wayne State University and this department/program. Therefore, all assignments must be properly written in a professional style. Wayne State University has a writing center that can assist you, should you need help crafting or reviewing your written assignments (http://clasweb.clas.wayne.edu/writing). If you know from previous classes that this is a problem for you, please complete your assignment in time to get to the writing center and have it checked.

ALL assignments must be posted to Blackboard under the relevant Assignment link by 12:00pm (Noon) on the day they are due. For each assignment uploaded to Blackboard, please use the following naming convention:

LASTNAMEINCAPS_name of assignment or GROUPNUMBER_name of assignment

Example: DOMBROWSKI_Assignment1 or GROUP1_logicmodel
All assignments should be written in APA format. You can purchase the 6th edition APA Style Guide or use the Purdue Online Writing Lab as a guide: [http://owl.english.purdue.edu/owl/resource/560/01/](http://owl.english.purdue.edu/owl/resource/560/01/)

ALL assignments will be submitted via the SafeAssign function in Blackboard, in order to ensure plagiarism of assignments is not an issue and proper citations are used throughout. Please review Wayne State University’s policy on Academic Dishonesty/Plagiarism at the end of this syllabus.

NOTE: I often use student work as examples in other classes. If you do NOT want me to use your work (with your name removed, of course), please let me know at the BEGINNING of the semester. This is important.

Overview of Course Assignments

1. **Exams (15 points Exam 1; 20 points Exam 2)** – There will be two comprehensive exams given during class online. Exams will be open-book and open-notes, and will consist of multiple choice, matching, true/false and short answer/brief discussion questions.
   - Exam 1 will be on **FEB 23** and will cover through class 6, including material presented in class, on Blackboard, and reading assignments from the articles and textbook.
   - Exam 2 will be on **APR 20** and will cover from class 8 to the end of the semester, including material presented in class, on Blackboard, and reading assignments from the articles and textbook.

   Do not rely on this being “open book” as responding to the questions will require a higher level of thinking about the concepts in the book rather than rote memorization.

2. **Evaluation Critique (10 points)** - You will provide a critical review of two sample health promotion evaluations. The critiques will be written in a memo format and will be scored based on response to the proposed questions (issues for review/critique), format/professional writing style and integration of course concepts and external resources regarding health education evaluation. The scoring rubric for the critique and assignment guidelines can be found on the Blackboard course page. **Your critique should be submitted via the assignment link on Blackboard and will be due on MAR 9 by Noon.**

3. **Data Collection Instrument (10 points)** – You will draft either a quantitative data collection tool (survey) or qualitative data collection tool (semi-structured interview) related to your group evaluation plan. Your data collection instrument should follow evaluation best practices and use, adapt and/or create items that are valid and reliable. You should reference data collection items adapted and or used from other sources within your instrument. The scoring rubric and assignment guidance can be found on the Blackboard course page. **Your instrument should be submitted via the assignment link on Blackboard and will be due on APR 6 by Noon.**

4. **Class Participation (20 points)** – You are expected to read all of the assigned readings, participate in class discussions, provide key points to the online discussion board and attend class regularly. A willingness to be active in discussions and respectful debate is crucial. The participation score is based on the quality, not quantity, of contributions to in-class and online discussions, small group work and exercises. **Participation in the group project will also be considered in this score and will be assessed via an end-of-semester Self/Peer Assessment, which will be posted on the Blackboard course page. Lack of participation in the group project will result in a 5 point reduction in your participation score.**
   - 0-10 points: Rarely provides any contributions and those contributions were repeat contributions by other students or failed to further the class activity or discussion; did not actively engage in the group project.
   - 11-15 points: Provides thoughtful contributions that clarify topic or continue a class or online discussion or activity; partially engaged in the group project.
   - 16-20 points: Provides insightful and thoughtful contributions that further understanding of concepts or adds another dimension to the topic and class activities and course discussions; fully engaged in the group project.
Key Points Discussion Board: Before each class, you must submit three key points about the week’s required reading in the weekly discussion board on Blackboard. These key points are due by NOON the day of class. After you have posted your key points, you will have access to review other students’ points. It will be beneficial to review other students’ points in advance of class as a way to prepare for discussion. You may be asked to share some of your own key points in large or small group discussion.

Your key points should reflect what you learned or found of interest in each week’s required materials and reflect your understanding of themes, ideas, and conclusions across materials. These points should be clear, concise, 1-3 sentence bullet points, not essays or long paragraphs. The following are questions to consider as you are reading to help you develop your thinking. You are not being asked to answer them.

- What stood out to you related to health education/promotion evaluation?
- What challenged your thinking or pre-existing knowledge about evaluation?
- What similarities or differences in viewpoints or information do you see across readings?
- What common themes, ideas or conclusions appear across materials?
- How do your experiences in your work or field placement relate to or connect to the content?
- What viewpoints or information do you have reservations about? Why?
- From what perspective were these materials written? If you can identify one, what clues help identify the authors’ perspective(s)?
- How does your role as a community health professional connect to what you read or saw?

Please note that this 20 points can make a difference in your final grade.

5. Group Evaluation Plan and Logic Model (25 points) – All students will be placed into small groups for completion of a comprehensive Evaluation Plan and Logic Model. The final group Evaluation Plan and Logic Model must be submitted by Noon on Blackboard on APR 27. As this is a cumulative assignment your group will submit a draft logic model on FEB 9 and a shortened evaluation plan proposal on MAR 23. More details regarding the group project and the scoring can be found on the Blackboard course page.

Table 1. Points for course assignments

Grades will be based on the following five activities:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Number of Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Exams (n=2; 15 points Exam 1; 25 points Exam 2)</td>
<td>35</td>
</tr>
<tr>
<td>2. Evaluation Critique</td>
<td>10</td>
</tr>
<tr>
<td>3. Data Collection Instrument</td>
<td>10</td>
</tr>
<tr>
<td>4. Class Participation</td>
<td>20</td>
</tr>
<tr>
<td>5. Group Evaluation Plan and Logic Model</td>
<td>25</td>
</tr>
<tr>
<td><strong>Total Points Possible</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>
Total points earned out of 100 will be converted to letter grades for each student. The grading scale for this course is outlined below:

Table 2. GRADUATE Student Grading scale

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A (Excellent)</td>
<td>100-95.0</td>
</tr>
<tr>
<td>A-</td>
<td>94.9-90.0</td>
</tr>
<tr>
<td>B+</td>
<td>89.9 – 87.0</td>
</tr>
<tr>
<td>B (Good)</td>
<td>86.9 – 83.0</td>
</tr>
<tr>
<td>B-</td>
<td>82.9 – 80.0</td>
</tr>
<tr>
<td>C+</td>
<td>79.9 – 77.0</td>
</tr>
<tr>
<td>C (Below graduate standards)</td>
<td>76.9 – 73.0</td>
</tr>
<tr>
<td>F</td>
<td>72.9 and below</td>
</tr>
</tbody>
</table>

Course Evaluation: Informal feedback throughout the course is appreciated. The instructor will periodically survey students about the quality and usefulness of the assigned readings and lectures. There will also be a mid-course evaluation that will benefit current students, as well as a final evaluation to benefit future students.

Group participation will also be assessed via the Self/Peer Assessment and will be provided at the end of the semester to all groups on the Blackboard course page.

HE 6501 – Winter 2017 At-A-Glance Calendar

<table>
<thead>
<tr>
<th>#</th>
<th>DATE</th>
<th>TOPIC</th>
<th>ASSIGNMENTS DUE NOON on Blackboard</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1/12</td>
<td>Course Overview and Introduction to Evaluation in Health Education and Health Promotion</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>1/19</td>
<td>Planning Evaluation for Health Education and Health Promotion</td>
<td>Key Points</td>
</tr>
<tr>
<td>3</td>
<td>1/26</td>
<td>Efficacy and Effectiveness Evaluation/Evaluation Design</td>
<td>Key Points</td>
</tr>
<tr>
<td>4</td>
<td>2/2</td>
<td>Reliability Assessment / Validity Assessment</td>
<td>Key Points</td>
</tr>
<tr>
<td>5</td>
<td>2/9</td>
<td>Instrument Development</td>
<td>Key Points DRAFT LOGIC MODEL</td>
</tr>
<tr>
<td>6</td>
<td>2/16</td>
<td>Process Evaluation</td>
<td>Key Points</td>
</tr>
<tr>
<td>7</td>
<td>2/23</td>
<td>EXAM #1</td>
<td>EXAM #1</td>
</tr>
<tr>
<td>8</td>
<td>3/2</td>
<td>Approaches to Qualitative Evaluation</td>
<td>Key Points</td>
</tr>
<tr>
<td>9</td>
<td>3/9</td>
<td>Qualitative Data Analysis</td>
<td>Key Points CRITIQUE</td>
</tr>
<tr>
<td>10</td>
<td>3/16</td>
<td>SPRING BREAK – NO CLASS</td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>3/23</td>
<td>Sampling</td>
<td>Key Points DRAFT EVAL PLAN</td>
</tr>
<tr>
<td>12</td>
<td>4/6</td>
<td>Cost Analysis and Economic Evaluation</td>
<td>Key Points INSTRUMENT</td>
</tr>
<tr>
<td>13</td>
<td>4/13</td>
<td>Data Interpretation and Report Writing</td>
<td>Key Points</td>
</tr>
<tr>
<td>14</td>
<td>4/20</td>
<td>Last Day of Class and EXAM #2</td>
<td>EXAM #2</td>
</tr>
<tr>
<td>15</td>
<td>4/27</td>
<td>Group Project Due</td>
<td>GROUP EVAL PLAN AND LOGIC MODEL</td>
</tr>
</tbody>
</table>
**TENTATIVE SCHEDULE** (Adjustments may be made during the semester as necessary)

*Please note:* Assigned readings are to be read **BEFORE** the class period for which they are identified. Class discussion will revolve around these readings.

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Required Readings for today’s class</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jan 12</td>
<td>Course Overview &amp; Introduction to Evaluation in Health Education &amp; Health Promotion</td>
<td>Course Syllabus, APA Style Citation Guide, Chapter 1, W.K. Kellogg Foundation Evaluation Handbook (Skim)</td>
</tr>
<tr>
<td>Jan 19</td>
<td>Planning Evaluation for Health Education &amp; Health Promotion</td>
<td>Chapter 2, W.K. Kellogg Foundation Logic Model Development Guide (pay special attention to pages 35-44)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Review the following website before class: <a href="https://www.wmich.edu/evaluation/checklists">https://www.wmich.edu/evaluation/checklists</a></td>
</tr>
<tr>
<td>Feb 2</td>
<td>Reliability and Validity</td>
<td>Chapter 4 pp. 173-207, Review the following website before class: <a href="http://www.socialresearchmethods.net/kb/measerr.php">http://www.socialresearchmethods.net/kb/measerr.php</a></td>
</tr>
</tbody>
</table>
Feb 9  Instrument Development

**Required Readings for today’s class**
Chapter 4 pp. 207-225


**Review the following websites before class:**
http://www.socialresearchmethods.net/kb/scalgutt.php
http://www.socialresearchmethods.net/kb/scallik.php
http://www.socialresearchmethods.net/kb/scalthur.php
http://www.cdc.gov/nchs/surveys.htm
http://www.cdc.gov/nchs/nhis/nhis_questionnaires.htm
http://www.cdc.gov/healthyyouth/data/yrbs/

**DUE TODAY BY NOON: GROUP DRAFT LOGIC MODEL**

Feb 16  Process Evaluation

**Required Readings for today’s class**
Chapter 5 pp. 227-272


Feb 23  EXAM #1

Mar 2  Qualitative Evaluation

**Required Readings for today’s class**
Chapter 5 pp. 272-284


**Review the following websites before class:**
http://cpr.unm.edu/common/docs/focus-guide.pdf
http://wilderdom.com/tools/ToolsIndex.html
http://www.uwex.edu/ces/pdande/evaluation/evalinstruments.html
Mar 9  Qualitative Data Analysis

*Required Readings for today’s class*


**DUE TODAY BY NOON: CRITIQUE**

Mar 16  SPRING BREAK – NO CLASS

Mar 23  Sampling

*Required Readings for today’s class*


**DUE TODAY BY NOON: GROUP DRAFT EVAL PLAN**

Mar 30  Quantitative Data Analysis - CLASS ONLINE

*Required Readings for today’s class*

*Review the following website before class:*
[http://www.microsiris.com/Statistical%20Decision%20Tree/how_many_variables.htm](http://www.microsiris.com/Statistical%20Decision%20Tree/how_many_variables.htm)

Apr 6  Cost Analysis and Economic Evaluation

*Required Readings for today’s class*
Chapter 6

**DUE TODAY BY NOON: INSTRUMENT**
Data Interpretation & Report Writing

Required Readings for today’s class

Developing an effective evaluation report: Setting the course for effective program evaluation. Atlanta, Georgia: Centers for Disease Control and Prevention, National Center for Chronic Disease Prevention and Health Promotion, Office on Smoking and Health, Division of Nutrition, Physical Activity and Obesity, 2013. pp 1-42 (skim remainder)

EXAM #2 – Last Day of Class

DUE BY NOON ON BLACKBOARD: FINAL GROUP EVAL PLAN AND LOGIC MODEL

COMPUTER SKILLS REQUIRED

1. Back up your work: After class today please create a folder for this class. Call this new folder HE 6501. Save a copy of every assignment in this folder. It is a good idea to backup your computer files by saving them to an external drive, by periodically emailing yourself important files, or keeping your documents on the cloud (i.e., iCloud, Dropbox, etc.).

2. Ability to Access a Website and Send / Download Documents: This course is a web assisted course. You will need to be able to access the course home page via Blackboard and use various functions within Blackboard. Blackboard will be our channel of communication between classes. All correspondence, course materials and readings, assignments and grades will be available through Blackboard. Make sure you know how to send and receive email messages, attach files and open files. You can view the Blackboard Basics video on the course page to get started if you are unfamiliar with how to use the site.

3. WSU email address: I will only use your WSU access ID for official communication (through Blackboard or otherwise). If you do not check your WSU email address, please forward your WSU emails to an address that you check frequently.

CLASS POLICIES AND PROCEDURES

1. Accommodations for Students: In accordance with university policy, if you have a documented disability and require accommodations to obtain equal access in this course, or are a student athlete and need accommodations, please contact the instructor at the beginning of the semester or when given an assignment for which an accommodation is required.

Attention Students with Disabilities: If you have a documented disability that requires accommodations, you will need to register with Student Disability Services (SDS) for coordination of your academic accommodations. The Student Disability Services (SDS) office is located at 1600 David Adamany Undergraduate Library in the Student Academic Success Services department. SDS telephone number is 313-577-1851 or 313-202-4216 (video phone). Once you have your accommodations in place, I will be glad to meet with you privately during my office hours to discuss your needs. Student Disability Services’ mission is to assist the university in creating an accessible community where students with disabilities have an equal opportunity to fully participate in their educational experience at Wayne State University.
Please be aware that a delay in getting SDS accommodation letters for the current semester may hinder the availability or facilitation of those accommodations in a timely manner. Therefore, it is in your best interest to get your accommodation letters as early in the semester as possible. The EAS Student Handbook, found online at the link below, includes departmental procedures and policies, in addition to the many forms that may be used to request the services and accommodations that you desire.

- [http://www.eas.wayne.edu](http://www.eas.wayne.edu)

2. **University Policies and Student Handbook:** As a student at Wayne State University, you are required to know the policies described in the Student Bulletin. The policies in this course are guided by the policies described in the student handbook. You may access the WSU Graduate Student Bulletin at: [http://www.bulletins.wayne.edu/gbk-output/index.html](http://www.bulletins.wayne.edu/gbk-output/index.html)

3. **Enrollment:** It is the student’s responsibility to ensure proper enrollment in classes. You are advised to review your official class schedule during the first two weeks of the semester. Should you identify an error in your class schedule, you have until Monday, Jan 23, 2017 to correct it with the registrar. If registration errors are not corrected by that date and you continue to attend and participate in classes for which you are not officially enrolled, you are advised now that you will not receive a grade at the end of the semester.

4. **Withdrawal Policy:** Students who withdraw from a course after the end of the 4th week of class will receive a grade of WP, WF, or WN.
   - WP will be awarded if the student is passing the course (based on work due to date) at the time the withdrawal is requested
   - WF will be awarded if the student is failing the course (based on work due to date) at the time the withdrawal is requested
   - WN will be awarded if no materials have been submitted, and so there is no basis for a grade
   - Students must submit their withdrawal request on-line through Academica. The faculty member must approve the withdrawal request before it becomes final, and students should continue to attend class until they receive notification via email that the withdrawal has been approved. Withdrawals can be requested at any point from the fifth week of class through the 10th week (last day: March 26, 2017).

5. **Academic Dishonesty/Plagiarism:** The College of Education has a “zero tolerance” approach to plagiarism and other forms of academic dishonesty. Plagiarism includes copying material (any more than 5 consecutive words) from outside texts or presenting outside information as if it were your own by not crediting authors through citations. It can be deliberate or unintended. Specific examples of academic dishonesty, including what constitutes plagiarism, can be found in the University’s Undergraduate Bulletin ([http://bulletins.wayne.edu/ubk-output/index.html](http://bulletins.wayne.edu/ubk-output/index.html)) and Graduate Catalog ([http://www.bulletins.wayne.edu/gbk-output/index.html](http://www.bulletins.wayne.edu/gbk-output/index.html)) under the heading “Student Ethics.” These university policies are also included as a link on Blackboard within each course in which students are enrolled. It is every student’s responsibility to read these documents to be aware which actions are defined as plagiarism and academic dishonesty. Sanctions could include failure in the course involved, probation and expulsion, so students are advised to think carefully and thoroughly, ask for help from instructors if it is needed, and make smart decisions about their academic work.

6. **Specific Academic Dishonesty/Plagiarism Policy for all Health Classes:** This policy pertains only to those instances where the instructor is reasonably certain that plagiarism has occurred. Instructors will discuss the policy and his/her specific referencing requirements for their class, however, it’s the students’ responsibility to understand and comply with this policy. Additional responsibilities of the student are contained in the paragraph above.
• All materials (tests, assignments, etc.) submitted to Blackboard will be submitted through Safe Assign and students will be able to view the report.
• Instructors will review the Safe Assign reports prior to grading the assignment.
• If an instructor determines that plagiarism has occurred, the assignment will not be graded and the following policies will be in effect.
  • 1st Offense – The student must re-do the assignment until the instructor deems it satisfactory. A grade of “F” will be given on that assignment and the final grade will drop 1 complete letter. This policy will be in effect even if the grade drop moves the student to a non-passing grade.
  • 2nd Offense – A grade of “F” will be assigned in the class.

7. **Professionalism/Attendance:** It is my expectation that you will act, perform, and conduct yourself as a true professional. This includes the content and style of your in class communications, online communications and the nature of communication with me, as well as your classmates. As a future professional, I expect you to exhibit professionalism in all areas including honesty, integrity, industry, and reliability. **I view class attendance as an outward sign of how much you value your education and personal growth.** If you do not attend class or use class time in appropriately (i.e. on personal communication devices), I will assume that you do not care about your development as a professional. True professionals in any field are prompt, reliable, report to work when scheduled and are mentally and physically present in meetings/discussions. Therefore, it is my expectation that you will be prompt, reliable, and faithful to attend class. If you must be absent from class, I expect the professional courtesy of a telephone call or email notifying me in advance. Your attendance and participation will be logged and recorded.

Excused absences constitute the following:
• Medical excuse with documentation
• Funeral of immediate family (parent, sibling, grandparent)
• Employment related excuse (i.e. attending conference) with documentation

You are responsible for ALL work missed during your absence. Please write down the name and phone number of two classmates you can contact in case of your absence to get missed notes, handouts and/or assignments. I will not give private lectures for individuals who miss class. It is your responsibility to attend class and receive the information.

8. **Late Work:**
• Late work will *not* be accepted since most of your assignments are group or in-class exercises and these cannot be “made up” or submitted late.
• If there are going to be known extenuating circumstances that conflict with a due date, please contact me at least one week prior to the due date.
• If an emergency arises, please bring a doctor’s note or some other appropriate form of verification. If the excuse is due to a family member passing away, please email me BEFORE the assignment is due and inform me of the situation with the name of the person, your relation to them, and the location of the funeral or other service. Then when you are able to make up the exam or turn in the assignment, please make sure that you bring some sort of documentation.

9. **Communication with Instructor:** Communication between instructor and student is very important. If you are having problems in the course, with the group project, or personally that may affect your participation or grade in the course, please see me as soon as possible. **DO NOT wait until the end of the semester or until you have missed classes or assignments to talk with me.** I will *attempt* to respond to emails within 24 hours Mon – Fri and within 36 hours Sat - Sun. Please use and check the ASK and ASSIST Discussion Board FIRST before emailing a question to me, as your question has likely already been asked and answered on Blackboard.
10. **Final Grade Changes**: Scoring of assignments will not be changed unless there is a mathematical error in scoring calculations. All students are scored with the same rigor in an assignment, therefore grades cannot be changed for one individual over another. If you believe there is an error on an assignment, please see me as soon as possible so that the error can be discussed and corrected.

11. **Incomplete/Drops/Withdraws**: An “Incomplete” or “Drop” will only be given if there is a serious medical or personal problem that has been discussed in person with the instructor. Please make an appointment and see me about these issues. Instructors cannot withdraw students from a course. It is up to you as a student to withdraw yourself by the university deadlines. Students who disappear after the mid-point of the semester will be given an “F.”

12. **Bumping Borderline Grades**: At the end of the semester, I reserve the right to give an extra percentage point or two to students who have demonstrated excellent attendance and leadership within the class.

13. **Use of Electronic Devices**: Please turn off or set your electronic devices to vibrate when you enter the classroom. It is a distraction for both the instructor and your fellow classmates. If there is a reason that you might have to answer your phone or check messages during a class (i.e., children or emergencies), please let me know at the beginning of the class. If you do have to answer it, please leave the classroom before answering the call. Please refrain from using your electronic devices inappropriately during class (i.e. for non-class activities).

14. **Religious Observance Policy**: Because of the extraordinary variety of religious affiliations represented in the University student body and staff, the Wayne State University calendar makes no provision for religious holidays. It is University policy, however, to respect the faith and religious obligations of the individual. Students who find that their classes or examinations involve conflicts with their religious observances are expected to notify their instructors well in advance so that alternative arrangements as suitable as possible may be worked out.

15. **Extra Credit**: No extra credit projects will be permitted unless the instructor offers it to all students.