Time and Location: This is an asynchronous online course that does not meet in person or in live sessions. Find the course at http://d2l.arizona.edu/ Online
Instructor: Eileen Eisen-Cohen, PhD, MSW
Instructor Contact Information and Availability: The best way to contact me is to e-mail me at eeisencohen@email.arizona.edu. I check this e-mail constantly throughout the day. If you don’t hear back from me within 24 hours, I did not receive your email.
Office Hours: There are no established office hours for this course. E-mail, chat, or telephone conference can be arranged through email.

Course Description: This course serves as an introduction to those evaluation tools most commonly used to assess the performance of public health programs, including implementation and process assessment, methods of outcome evaluation, and evaluation of public health initiatives such as community coalition and advocacy work. The focus is on critical analysis and understanding of both the underlying programs and their evaluations. Students gain insight into the strengths and weaknesses of different evaluation designs; develop the skills required to be a critical reader of evaluations; and learn to develop an evaluation plan. As program evaluation is one of the 10 Essential Services of Public Health Departments, this course will prepare the public health professional to understand and prepare basic evaluation tasks.

The ultimate success of this course depends on the participation and engagement of seminar participants. As such, students are expected to be prepared to engage in lively, analytical discussion about the literature assigned. Though the reading list is somewhat extensive, because there will be no “lecture” for the course, it is imperative that seminar participants be prepared to critically engage in these readings.

Course Prerequisites: None

Course Learning Objectives:
- Understand the principles and logic of program evaluation
- Learn the theoretical justifications of program theory and evaluation
- Define the key questions addressed in evaluations
- Learn multiple methodologies available for the evaluation of public policies, programs, and initiatives frequently used in public health practice
- Understand the difference between research vs. evaluation
- Prepare a program evaluation design
- Be prepared to provide program evaluation expertise to program planners and staff
Course Learning Outcomes Covered by the MPH Competencies:

<table>
<thead>
<tr>
<th>Competency</th>
<th>Specific assignment(s) that allow assessment</th>
<th>Assessment Method</th>
</tr>
</thead>
</table>
| Select quantitative and qualitative data collection methods appropriate for a given public health context | Methodology Draft Paper  
Discussion #5 Quantifying Program Costs  
Final Evaluation Design | Paper Assignments  
Graded Discussion Assignment |
| Assess population needs, assets and capacities that affect communities’ health | Program Description Draft Paper  
Final Evaluation Design | Paper Assignments |
| Apply awareness of cultural values and practices to the design or implementation of public health policies or programs | Discussion #2 Ethics and Cultural Competency Assignment | Graded Discussion Assignment |
| Select methods to evaluate public health programs. | Program Theory of Change and Logic Model Draft Paper  
Evaluation Questions and Purpose Draft Paper  
Discussion #4 Evaluation Designs for Community Health Initiatives  
Discussion #5 Quantifying Program Costs  
Final Evaluation Design | Paper Assignments  
Graded Discussion Assignments |
| Propose strategies to identify stakeholders and build coalitions and partnerships for influencing public health outcomes | Program and Stakeholder Description Draft Paper  
Final Evaluation Design | Paper Assignments |
| Select communication strategies for different audiences and sectors | Final Evaluation Design | Paper Assignments |

Course Notes: This course is organized around Learning Modules on the course website. Be sure to familiarize yourself with the course set up and navigational features. All course notes are in the course shell.

Required Text: none!

Required Reading: All course reading material is available through the course.

Course Grades will be based on the following schema:
A 90% - 100%
B 80% - 89%
C 70% - 79%
D 60% - 69%
E 0 – 59%

All written assignments for this course need to follow the AMA Manual, 10th Edition or the APA Manual 6th Edition. I recommend creating a course reference file in REFWORKS to track your materials. It’s easy to set up REFWORKS. Watch the following video to set up and use your account: https://vimeo.com/53961365. Use your library resources: http://ahsl.arizona.edu/
Class Attendance/Participation: Due to the online format of the course, your participation in weekly discussions reflects the extent to which you comprehend the material and is critical for furthering the learning of all students in the class. In addition to reviewing weekly learning resources and course related self-directed inquiry to inform the development of your weekly assignments and discussion postings. You must keep up with the discussion; once it is graded you cannot earn credit for additional posts.

Late Policy: All assignments (discussion posts and written work) are subject to a 3 point per day deduction for being late. You may request an extension ONLY if you have a documented extreme illness or a documented family emergency. You must email the professor as soon as you are aware of either of these situations.

The UA’s policy concerning class attendance, participation, and administrative drops is available at: [http://catalog.arizona.edu/policy/class-attendance-participation-and-administrative-drop](http://catalog.arizona.edu/policy/class-attendance-participation-and-administrative-drop)

The UA policy regarding absences for any sincerely held religious belief, observance or practice will be accommodated where reasonable, [http://policy.arizona.edu/human-resources/religious-accommodation-policy](http://policy.arizona.edu/human-resources/religious-accommodation-policy). Absences pre-approved by the UA Dean of Students (or Dean Designee) will be honored, [http://deanofstudents.arizona.edu/](http://deanofstudents.arizona.edu/)

Extra Credit: In the Course Content folder there will be several extra credit assignments worth varying points. You may do none, some, or all of the extra credit assignments. To earn the full point grade, you'll need to meet the criteria for the assignment. Partial credit may be granted for partial completion. All extra credit assignments are due by 11:59 pm MST on May 12th.

Contacting the Instructor/Communications: The best way to contact me is to e-mail me at eisencohen@email.arizona.edu. I check this e-mail constantly throughout the day.

Guidelines for Success
- Login to class daily. Staying up-to-date on course assignments, readings, discussions, and activities is crucial to success.
- Be sure to check the drop box for feedback after every assignment.
- Avoid procrastinating. This course is demanding. Class projects cannot be put off until the last minute. Timely participation is critical to success and a good grade.
- Read all assigned materials before completing the assignments.
- Take advantage of the email feature and class question and answer discussion board.

Instructor’s Roles and Feedback Schedule: The instructor will review postings weekly and post comments on the discussion board as appropriate. Comments may reflect a response to aggregate postings and/or replies to individual postings and discussion. The instructor will also communicate with individual students via e-mail as needed. Graded work will generally be returned within a period of one week.
Assignments

1. Introduction. Introduce yourself to the class indicating your name (and if you have a different name or nickname that you’d like to be called), where you are from, where you work, your professional objectives and any experience that helps the class to know you better. Find the introduction forum on the Discussion Board. You do not need to respond to your classmates’ introduction. This assignment is not graded.

2. Designing a Program Evaluation. This is the major deliverable for this class. You will choose a program, and develop an evaluation plan for this program. It may be a program that you are currently working with, or a program that you are familiar with. You will need to have access to program information on the program’s structure, goals and implementation. It will be helpful if you also have access to the program director, program staff, and/or other stakeholders connected to or affected by the program. However, if you do not have a program in mind, you can find much of this information on program websites and if you do, you can use that program. If you get stuck, contact me and I will help you with this.

During the semester, you will be creating an evaluation design, which is the blueprint for the evaluation. **You will not be conducting the evaluation or collecting any program data from the program.** You will not be conducting surveys with the organization, asking for participant information, or creating reports/recommendations, etc. This is an academic exercise.

However, if you are currently working with a program you can use this design after the course ends.

If you are not working with a program, you have options: 1. You can connect with a program that you're interested in working with (or maybe doing your internship with at a later point) or 2. You can find a program in your area that does work with a topic or target population that you're interested in working with. If this is the case, it would be helpful to get the following information from a human (maybe a program director or staff) but some of it you could get from program information or reports on the web.

The information that you will need to know about the program for the semester includes:

1. Name of the Program
2. The public health problem that this program involves. This problem must be about a current public health/community health problem that can be researched. The problem cannot be “lack of funding” for a cause. If your problem fits into one of the categories on Healthy People 2020 ([http://www.healthypeople.gov/2020/topics-objectives](http://www.healthypeople.gov/2020/topics-objectives)) you will be fine.
3. The target population involved in this program (this might include a geographical area or a community not restricted to geography).
4. The goal of the program (some will be long term- like preventing teen pregnancy, some will be short term like improve nutrition by increasing % of fruits and vegetables)
5. If you can get program objectives these are useful, if not you can use your research to determine this.
6. Activities of the program (for example- is this a school-based curriculum, media campaign, community development activities, parent education, web resources, etc.). Again, if you can’t get this, you can create this based on information you can find or recommend from the research.
7. Key stakeholders. Every program will involve staff, funders, and participants of the program. However, there may also be other stakeholders interested in this program (e.g. policy makers, family members of the participants, elected officials, union representatives, etc.). If you are not working directly with a program, then you will need to use your intellect, imagination, and experience to determine who the important stakeholders might be.

If you do contact a program, ask for the program director. Tell him/her that you are taking this course and will be creating a program evaluation design. Ask if you could use this program as an example and will only need some basic information about the program (see 1-7 above). If you were to conduct a phone interview or meet in person, you could glean this information in about 20 minutes (more or less). You can also offer to share your evaluation design with the director (and maybe program staff too) after the course is complete.
Since many program directors understand that evaluation can be complicated or time consuming and have put this kind of exercise at the bottom of his/her list, your offer may just be what she/he has been waiting for. Plus-what a great contact! You may learn that this is a program that you want to work (or never want to work with!).

If for some reason you choose a program and then are not able to complete the assignments, you could change your program at that point. However, you'll have to still complete the assignments for that program as I'll be giving you feedback so that your final evaluation design will be complete at the end of the semester.

Over the course of the semester, you will work on the key elements of the plan. These are assigned as drafts to allow you to receive guidance/feedback as you develop your plan and discussion assignments. (Drafts will be graded only on timeliness, adherence to guidelines, and level of effort.) You are expected to review and incorporate all my feedback into your final paper—the Evaluation Design.

The final Evaluation Design will be a 10-15-page paper, containing the following sections made up of the draft sections plus a title page and bibliography. The evaluation design will consist of the following assignments that will be due during the semester. In each learning module, you will find an assignment template that includes the required sections for each assignment.

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Description</th>
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</table>
| 2a. Program & Stakeholder Description (draft)* | A substantive paper providing enough information in the following areas to allow the reader to fully understand the program you propose to evaluate:  
• Community the program serves  
• Research on the need for the program  
• Program goals  
• Program setting  
• Stakeholders  
• Logic model |
| 2b. Evaluation Questions and Purpose (draft)* | A one-page summary of the specific goals of this evaluation. The reader should be able to understand exactly what questions the evaluation will answer, the information evaluation will provide, and how that information may be used. |
| 2c. Logic Model (draft)* | A logic model schematic (using provided template) that details the program’s resources, assumptions, intended activities, and the expected short, mid-range, and long-term outcomes of these activities. |

3. **Class Participation through Discussion.** There are 7 discussions throughout the semester; each worth varying points. This activity is designed to facilitate a collaborative learning process and develop critical thinking skills. Some of the discussion prompts are relevant to important program evaluation themes (such as ethics) while others will help you work through evaluation components for your selected program.

For each discussion, complete the following:
- Write your post in a Word document first and be sure to edit it incorporating citations and references as appropriate. Remember to cite your sources and provide references when you use others’ work in AMA format. It’s good practice to save the Word document in a file on your computer, just to be safe.
- Review the instructions and be sure to address all the prompts for that discussion.
- Be sure to review the discussion rubric as you’re working on your posts.
- Once you make your initial post you will be able to see everyone else’s posts and will be able to reply to others.
• Reply to at least one other’s post in an academic manner asking clarifying questions or suggesting improvements. Your contributions must be substantive and clearly demonstrate that you have read the course materials and can integrate the material with your experience. You should refer to the readings and indicate the source of additional research you conduct to answer the question(s). *Simply agreeing with another student or restating what someone else has already discussed will not earn you full points.*

In order to get the discussion flowing, post your initial response as early as you can and then be sure to revisit the discussion thread to answer questions and/or enhance your learning. **Submit your discussion on Fridays and reply(ies) on Sundays by 11:59 pm MST by the date on the syllabus.**

Discussions participation points are not “free” points and points will be allocated on the quality of each student’s posting, the incorporation of ideas from the readings in order to support the postings, the level of interaction with other students, and when postings are made.

**Rubric for Grading Discussion Board Postings (Initial posting and responses to colleagues)**

<table>
<thead>
<tr>
<th>CRITERION</th>
<th>Excellent 5 points</th>
<th>Good 3-4 points</th>
<th>Poor/Inadequate 0-2 points</th>
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<tbody>
<tr>
<td>Content</td>
<td>Content is comprehensive and well written. The posting contains details that address all requirements specified in the instruction for the assignment.</td>
<td>Content is well presented and provides critical and necessary information. The narrative addresses most of the details stipulated in the instruction for the assignment.</td>
<td>The posting content is of poor quality and fails to achieve the standard necessary for a passing grade.</td>
</tr>
<tr>
<td>Completeness</td>
<td>Information required for the assignment is presented in a coherent and comprehensive manner. The information provided is extremely detailed and well presented.</td>
<td>Posting contains most of the key elements of the issues under discussion. The requirements for the assignment were mostly addressed with minor errors and omissions.</td>
<td>The posting lacks several salient points about the issue under discussion. The requirements have not been addressed and the posting seems largely off-point.</td>
</tr>
<tr>
<td>Evidence of research</td>
<td>The content of the posting provides evidence of scholarly research.</td>
<td>The content of the posting provides good evidence of scholarly research.</td>
<td>The content of the posting provides no evidence of scholarly research. No supporting references were used.</td>
</tr>
<tr>
<td>Responses</td>
<td>At least one response to a peer that offers suggestions for improvement or helps clarify the material in a substantive way.</td>
<td>The response to a peer only give a personal example or complement on the post.</td>
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</table>

3. **Evaluator Interview.** You will learn about the profession and what it’s like to be an evaluator. **This is your opportunity to learn from someone in the field (and maybe make a great contact).** In this short paper, you’ll explain what you have learned from this person about working in this profession. **The purpose of your assignment is to learn what it is like to be a program evaluator.** I am not interested in the logistics or a transcript of your interview.

Identify and interview a program evaluator whom is either currently working as an evaluator or is retired. **Do NOT wait for the last minute!** You will conduct your interview and submit a 2-page summary of your significant learning (using AMA format of course). **This paper is due by 11:59 pm MST on March 17th.**
If you have trouble finding someone to interview, then use the following instructions to identify someone of interest:

- Go to the AEA365 blog site http://aea365.org/blog/about/
- Browse through the blogs till you find something interesting using the SEARCH feature, or the Topical Interest Group Links (on the right side)
- When you find a blog that interests you, email the author and ask to interview him/her

This will be an example of qualitative research. Keep the interview conversational, open-ended, and on track. This is your opportunity to gather data about an evaluator’s experience from his or her perspective. Remember to test your cultural competency skills!

After completing your analysis, organize your summary of the major themes. Be sure to have an introduction with a thesis sentence and a conclusion at the end of the paper. *Have someone read your paper and proofread it before you turn it in.*

**Course Requirements and Grading:**

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
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<tbody>
<tr>
<td>Participation Discussion 1</td>
<td>5</td>
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<tr>
<td>Participation Discussion 2</td>
<td>10</td>
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<tr>
<td>Participation Discussion 3</td>
<td>10</td>
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<tr>
<td>Participation Discussion 4</td>
<td>5</td>
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<tr>
<td>Participation Discussion 5</td>
<td>5</td>
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<tr>
<td>Participation Discussion 6</td>
<td>5</td>
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<tr>
<td>Participation Discussion 7</td>
<td>5</td>
</tr>
<tr>
<td>Program &amp; Stakeholder Description (draft)*</td>
<td>5</td>
</tr>
<tr>
<td>Evaluation Questions and Purpose (draft)*</td>
<td>5</td>
</tr>
<tr>
<td>Program Logic Model (draft)*</td>
<td>5</td>
</tr>
<tr>
<td>Final Evaluation Design</td>
<td>20</td>
</tr>
<tr>
<td>Evaluator Interview</td>
<td>20</td>
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<tr>
<td><strong>Total</strong></td>
<td><strong>100</strong></td>
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</table>

*All draft items should be finalized and incorporated as appropriate into the final Evaluation Design. Be sure to modify assignments based on instructor and peer feedback.*
**Course Schedule:** Remember to always check the course announcements for changes to the syllabus or more detailed instructions.

<table>
<thead>
<tr>
<th>Module Number and Dates</th>
<th>Topic</th>
<th>Readings &amp; Online Activities</th>
<th>Assignment Due this Week</th>
</tr>
</thead>
<tbody>
<tr>
<td>Module 1&lt;br&gt;1/9-1/13</td>
<td><strong>Course Introduction</strong>&lt;br&gt;1. Introduction to Program Evaluation for Public Health Programs, pages 1-12&lt;br&gt;2. Why Evaluate&lt;br&gt;3. What’s the Difference: 10 Things to Know About Organizations vs Programs</td>
<td>Post personal introduction 1/13/19</td>
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<tr>
<td>Module 5</td>
<td>Evaluation Designs Introduction</td>
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</table>
| 2/4-2/10 | 1. Difference of Evaluation and Research  
2. Introduction to Program Evaluation for Public Health Programs, pages 42–55  
4. Setting standards in the evaluation of community-based health promotion programmes  
6. US GAO: Designing Evaluations (Resource to skim) |
|         | Evaluation Questions and Purpose (draft)*  
2/10/19 |

<table>
<thead>
<tr>
<th>Module 6</th>
<th>Needs Assessments</th>
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</table>
| 2/11-2/17 | 1. A Guide to Assessing Needs Chapters 1 & 2 only  
2. Analyzing Problems and Goals & Collecting Information About the Problem  
3. Mobilizing for Action through Planning and Partnership (MAPP): A Community Approach to Health Improvement  
4. Role of Local Health Departments in Community Health Needs Assessments |
|         | Discussion 3  
Critiquing a needs Assessment  
Original post due 2/15  
Replies due 2/17 |

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<thead>
<tr>
<th>Module 7</th>
<th>Evaluation Designs for Community Health Initiatives</th>
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</table>
| 2/18-2/24 | 1. Your reading in this module will be determined by the topic you choose to study this week: Youth, Coalitions & Partnerships & Networks, Training Programs, Advocacy & Policy, Evaluating Innovation (Developmental Evaluation), and Equity Evaluation  
2. All the readings for all three of these topics are found in the module. |
|         | Discussion 4  
Pick one: Youth, Coalitions & Partnerships, Training, Policy, Advocacy  
Original post due 2/22  
Replies due 2/24 |

<table>
<thead>
<tr>
<th>Module 8</th>
<th>Process Evaluation and Performance Measurement</th>
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</table>
| 2/25-3/3 | 1. Introduction to Program Evaluation for Public Health Programs, pages 56-73  
2. The Global Fund to Fight AIDS, Tuberculosis, and Malaria. Monitoring and Evaluation Toolkit  
3. Performance Measurement and Management  
4. Quality Improvement in Public Health: It Works!  
5. Effective Use & Misuse of Performance Measurement (Optional) |
|         | Program Logic Model (draft)*  
3/3/19 |

<p>| 3/4-3/10 | SPRING BREAK – This is a good time to find an evaluator and conduct your interview |</p>
<table>
<thead>
<tr>
<th>Date Range</th>
<th>Module</th>
<th>Evaluation Type</th>
<th>Topics</th>
<th>Discussion</th>
<th>Original Post Due</th>
<th>Replies Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>3/11-3/17</td>
<td></td>
<td>Evaluator Interview Due</td>
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</tbody>
</table>
2. *Qualitative research methods: A data collector’s field guide*  
3. *Using Qualitative Research Strategies for Public Health Law Evaluation*  
4. *Case Study Evaluations: A Decade of Progress? (Optional)* |            | 3/29               | 3/31         |
|                  |        | TWO WEEKS!                |                                                                        |            |                   |             |
| 4/1-4/7          | Module 10 | Outcome Evaluation: Quantitative Methods | 1. *Post-Then-Pre Evaluation*  
2. *Survey Fundamentals*  
3. *Cost Analysis in Program Evaluation*  
4. *Creating a Questionnaire in Word*  
5. *GAO Report 2014 Cost Effectiveness of Preventive Services (Optional)*  
6. *Issues in The Economic Evaluation of Prevention Programs (Optional)*  
2. Watch an [Introduction to Mixed-Methods](#)  
<table>
<thead>
<tr>
<th>Module 12</th>
<th>Analyzing and Interpreting Evaluation Data</th>
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<tbody>
<tr>
<td>4/15-4/21</td>
<td>1. Introduction to Program Evaluation for Public Health Programs, pages 74-81</td>
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<tr>
<td></td>
<td>2. Analyzing Qualitative Data</td>
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<tr>
<td></td>
<td>3. Analyzing Quantitative Data</td>
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<td>4. Writing SMART Objectives</td>
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<td>5. Bloom’s Taxonomy Chart</td>
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<td></td>
<td>6. Damned Lies and Statistics: Untangling Numbers from the Media, Politicians, and Activists (Optional but worthwhile. Very fast reading!)</td>
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</table>

Discussion 7
SMART Objectives
Original post due 4/19
Replies due 4/21

<table>
<thead>
<tr>
<th>Module 13</th>
<th>Reporting and Disseminating Evaluation Results</th>
</tr>
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<tbody>
<tr>
<td>4/22-4/28</td>
<td>1. Introduction to Program Evaluation for Public Health Programs, pages 82-90</td>
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<tr>
<td></td>
<td>2. Are You Writing an Evaluation Report?</td>
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<td></td>
<td>3. More data, shorter reports: Three ways to respond</td>
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<td></td>
<td>5. Embracing Data Visualization in Evaluation: A Management Perspective</td>
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<td></td>
<td>6. What #TLDR Means for Your Report</td>
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</tbody>
</table>

| 4/29-5/12 | Final Paper Due and all Extra Credit Due by 11:59 pm MST on May 5, 2018!! |

Final Paper Due and all Extra Credit Due 5/12/19
FOR ALL WRITTEN ASSIGNMENTS. USE THE FOLLOWING FORMAT IN ALL YOUR WRITING!!

Writing Paragraphs
Duke University's Thompson Writing Program recommends that you organize the material within a paragraph according to the MEAL plan: (http://twp.duke.edu/uploads/media_items/meal-plan.original.pdf).

- **Main Idea:** Your topic sentence stating the concrete claim the paragraph is advancing.
- **Evidence:** Paraphrase or direct quotations from the source material you are using to support your topic sentence's claim.
- **Analysis:** Your explanation and evaluation of the evidence; explaining the evidence you provided and its relevance in your own words.
- **Lead Out:** Concluding; preparing your reader to transition to the next paragraph (and the next claim).

The MEAL plan matches the general format of academic writing on many levels: that of assertion, evidence, and explanation. Many students make the mistake of writing toward a topic sentence or claim, rather than from one; keeping the MEAL plan in mind as you write will help you begin your paragraphs strongly and develop your analysis thoroughly.

Outlining Strategies
Outlining your first draft by listing each paragraph's topic sentence can be an easy way to ensure that each of your paragraphs is serving a specific purpose in your paper. You may find opportunities to combine or eliminate potential paragraphs when outlining—first drafts often contain repetitive ideas or sections that stall, rather than advance, the paper's central argument.

Additionally, if you are having trouble revising a paper, **making an outline of each paragraph and its topic sentence after you have written your paper** can be an effective way of identifying a paper's strengths and weaknesses. More information found here: http://twp.duke.edu/writing-studio/resources/academic-writing/drafting

**Never use Wikipedia or a dictionary as a scholarly source.**

Required Statements:
Communications: You are responsible for reading emails sent to your UA account from your professor and the announcements that are placed on the course web site. Information about readings, news events, your grades, assignments and other course related topics will be communicated to you with these electronic methods. The official policy can be found at: http://www.registrar.arizona.edu/emailpolicy.htm

University Course Policies: https://academicaffairs.arizona.edu/syllabus-policies
Accessibility and Accommodations:
At the University of Arizona, we strive to make learning experiences as accessible as possible. If you anticipate or experience physical or academic barriers based on disability or pregnancy, you are welcome to let me know so that we can discuss options. You are also encouraged to contact Disability Resources (520-621-3268) to explore reasonable accommodation. If our class meets at a campus location: Please be aware that the accessible table and chairs in this room should remain available for students who find that standard classroom seating is not usable. For additional information on Disability Resources and reasonable accommodations, please visit http://drc.arizona.edu/students

Code of Academic Integrity
Students are encouraged to share intellectual views and discuss freely the principles and applications of course materials. However, graded work/exercise must be the product of independent effort unless otherwise instructed. Students are expected to adhere to the UA Code of Academic Integrity, available through the office of the UA Dean Students: http://deanofstudents.arizona.edu/policies-and-codes/code-academic-integrity

Classroom Behavior: (Statement of expected behavior and respectful exchange of ideas: Present policies to foster a positive learning environment, including use of cell phones, mobile devices, etc.). Students are expected to be familiar with the UA Policy on Disruptive Student Behavior in an Instructional Setting found at: http://policy.arizona.edu/education-and-student-affairs/disruptive-behavior-instructional-setting

Threatening Behavior Policy: The UA Threatening Behavior by Students Policy prohibits threats of physical harm to any member of the University community, including to one’s self, http://policy.arizona.edu/education-and-student-affairs/threatening-behavior-students

Nondiscrimination and Anti-Harassment Policy:
The University of Arizona is committed to creating and maintaining an environment free of discrimination, http://policy.arizona.edu/human-resources/nondiscrimination-and-anti-harassment-policy

UA Smoking and Tobacco Policy:
The purpose of this Policy is to establish the University of Arizona’s (University) commitment to protect the health of University faculty, staff, students, and visitors on its campuses and in its vehicles, http://policy.arizona.edu/ethics-and-conduct/smoking-and-tobacco-policy

Syllabus Changes: Information contained in the course syllabus, other than the grade and absence policies, may be subject to change with reasonable advance notice, as deemed appropriate by the instructor.