Mel and Enid Zuckerman College of Public Health  
University of Arizona  

SYLLABUS  
HPS 565: Public Health Advocacy  
Fall 2020

Time:  Wednesday 9:00 AM – 11:50 AM

Location:  Drachman Hall, A120

Instructor and Contact Information  
Maia Ingram  
maiai@email.arizona.edu  
520 626-2267  
Roy P. Drachman Hall, Rm. A214  
1295 N. Martin Ave, Bldg. A202  
Tucson, AZ 85724

Office Hours:  By appointment.

Teaching Assistant:  N/A

Catalog Description:  This course establishes a framework within which advocacy is understood to be an essential role of the public health professional in promoting, implementing and sustaining effective public health policy. Through case studies, readings, lectures, role plays, field research and action planning, students will develop the skills needed to be an effective advocate for public health.

Course Prerequisites:  None.

Course Objectives and Expected Learning Outcomes

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  Course Objectives:  During this course students will:
  1. Analyze the application of public health policies designed to address current and emerging public health issues;
  2. Use theoretical frameworks to understand the policy environment and identify opportunities for public health policy change;
  3. Develop advocacy skills designed to promote public health systems and policy change on a local, county and state level;
  4. Identify a public health issue and design strategies to pursue a public health policy solution;

8/7/2019
5. Reflect on professional and ethical implications of public health advocacy work.

- **Learning Outcomes:** By successfully completing this course, students will be able to:
  1. Understand the role of public health policy in addressing health disparities.
  2. Describe and explain the relationship among advocacy, public health practice and policy change.
  3. Understand and select the appropriate frameworks that underpin policy and advocacy.
  4. Apply advocacy principles to the policy-making process at local, state and national levels.
  5. Use the analytical skills of a public health advocate.
  6. Apply strategies and tools to address public health issues on a local, state and national level.
  7. Develop advocacy strategies for defined public health issues.
  8. Design an advocacy action plan for a defined public health issue.

**MPH Competencies addressed:**
1. Discuss multiple dimensions of the policymaking process, including the roles of ethics and evidence.
2. Propose strategies to identify stakeholders and build coalitions and partnerships for influencing public health outcomes.
3. Advocate for political, social or economic policies and programs that will improve health in diverse populations.
4. Evaluate policies for their impact on public health and health equity.
5. Select communication strategies for different audiences and sectors.
6. Communicate audience-appropriate public health content, both in writing and through oral presentation.
7. Apply systems thinking tools to a public health issue.

**DrPH in Maternal and Child Health Program Level Leadership Competencies addressed:**
1. Demonstrate the ability to communicate clearly through effective presentations and written scholarship about MCH populations, issues, and/or services. Effectively present evidence and information to a legislative body, key decision makers, foundations, or the general public.
2. Navigate and address the ways culture, power, socioeconomic status, and inequities shape conflict and the ability to come to resolution.
3. Act as catalysts for discussion of ethical dilemmas and issues that affect MCH population groups.
4. Apply understanding of one’s own leadership style to assemble and promote cohesive well-functioning teams with diverse and complementary styles.
5. Demonstrate the ability to use MCH knowledge to develop and advocate for an MCH policy or program.

**Course Notes:** N/A

**Required texts/Readings:** All course readings will be available on-line or through D2L.


Center for Community Health and Development. The Community Toolbox. Selected Chapters. Available online https://ctb.ku.edu/en


Freudenberg N, Franzosa E, Chisholm J, Libman K. New Approaches for Moving Upstream: How State and Local Health Departments Can Transform Practice to Reduce Health Inequalities. Health Education & Behavior. 2015; 42(1S) 46S–56S.


Hertsgaard M. On March 15, the climate kids are coming. The Nation. March 4, 2019.


Lusk JL, Weaver A. An experiment on cash and in-kind transfers with application to food assistance programs. Food Policy. 2017 Apr 1;68:186-92.


8/7/2019


Post, D. Let’s not call them Sanctuary Cities…Washington Post, March 2016.


Washington Post, Katie Zezima 2018 A gun control is trying to make a phrase go viral: How does it work?
Additional Texts (optional):


Course Requirements:

- Class participation: Attend all classes and be prepared to participate in class discussions by completing reading and other assignments in a timely manner.
  - Each class is designed to help you learn about and build advocacy skills as we move from state to local and community-driven policy change. On the table of classes and dates, the general topic is listed, along with the name of the day’s speaker, who, in general, will be speaking on that topic. Each topic will build towards completion of an advocacy plan, which is the group deliverable for the course. In addition, we will be discussing specific health issues from a policy perspective. You are expected to bring your thoughts or ideas related to this topic. Written responses to discussion questions may be assigned depending on the level of class participation.

- Complete five (5) individual assignments.
  1. **Policy analysis on a public health issue** (3-4 pages single-spaced)
     Select a public health policy issue, for example medical marijuana for the treatment of some diseases- you can choose local, state, tribal, federal, and it can be on the social determinants of health as well as directly on a health issue. MCH DrPH students should address a policy that seeks to address disparities in the health of women and/or children. You will be evaluated on the extent to which your analysis addresses the following:
     - A description of the public health issue being addressed
     - The ways that the issue is being addressed by policy
     - Your analysis of the policy
     - Is it the right approach (addresses a problem, health benefits, economic benefits legality, efficiency)? -why or why not
     - what are the alternative policies that might be considered?
     - Who is affected by this approach and how?
     - If you were advocating for this policy what are some arguments or approaches you might use?
     Pick something of interest to you!
  2. **Legislator Interview Report** (2 pages single spaced)
     provide a BRIEF summary of the interview, but the majority of the report should be a reflection of Your experience of getting an appointment and actually conducting the interview. How did the interview influence your idea of state legislators? What surprised you about the experience of the interview? What impact did the experience of interviewing a legislator have on your perspectives on advocacy?
  3. **Letter to the Editor** (300 – 500 words)
     Check the requirements for your media source, use the resources provided to help your write your letter. Include where you submitted your letter on your submission. MCH DrPH students should address issues related to maternal and child health in your letter.
  4. **Elevator Speech** (half page single spaced)
Use resources provided in class to craft maximum 1-minute elevator speech on a policy issue important to you. Present in class and turn in. MCH students should address a maternal and child health issue in their elevator speech. MCH DrPH students should address issues related to maternal and child health in your letter.

5. Public meeting attendance and reflection (1-2 pages single-spaced)
   https://www.tucsonaz.gov/clerks/boards. The reflection should be 1-2 pages and the content is fairly open based on your experience, but please include the meeting you attended, an overview of what was discussed and your critical reflection on the meeting as a form of community engagement. Specifically address your opinions on the public process, how the public/community is engaged, and how decisions are made.

   - Participate in the group development of an advocacy plan to address an MCH or other health issue. An advocacy plan outlines the goals, strategies, tactics and tools that an individual, organization or group/coalition can use to advocate for a policy designed to address health disparities in maternal and child health or other vulnerable populations. Your plan will be evaluated on the extent that you achieve the following:
     - Select a public health policy issue that is relevant on local, state, national, or global level.
     - Identify a group or organization that would be interested in the plan and get their feedback.
     - Analyze the policy issue using the theoretical constructs provided in class.
     - Develop an advocacy goal and strategies to meet your goal.
     - Frame your policy issue for different audiences
     - Identify opponents, allies, and strategies to engage them.
     - Develop advocacy activities/tactics for your strategies.
     - Develop tools on this policy issue that may include fact sheets, letters to the editor and elevator speeches, media advocacy plans, and community mobilization efforts.
     - Present the action plan to an in-class panel.
     - Revise and submit a final action plan to the identified group.

An individual component of this group assignment requires each group member to submit a 2-page summary in which they describe the most important steps they would take in designing an advocacy plan to address an MCH or other health issue.

Grading scale /Student evaluation and policies: Grades will be distributed among individual and teamwork. Your level of participation in team assignments also will be graded by a peer evaluation process.

Grading scale:

- 91-100% = A
- 80-90% = B
- 70-79% = C
- 60-69% = D
- 0-59% = F
Percent of total grade

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<thead>
<tr>
<th>Category</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Individual assignments</td>
<td>45%</td>
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<tr>
<td>Group Advocacy Plan</td>
<td>35%</td>
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<td>Peer Evaluation/Reviews</td>
<td>10%</td>
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<td>Class participation (attendance &amp; participation)</td>
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<td><strong>Total:</strong></td>
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**Class Attendance/Participation:** Students are expected to attend all classes and to be prepared to participate in discussions, case presentations, critiques and any other class activities. This course is designed to be highly interactive, and that requires collaboration on everyone’s part. Participation will also be assessed through the peer evaluation process. Use of laptop computers and cellular phones in the class is not permitted when we have guest speakers. Please be considerate of our speakers and be on time for all classes. Missing assignments will receive 0 points; in discussion with the course instructor, late assignments will be accepted with a reduction in points for each day that the assignment is late. All holidays or special events observed by organized religions will be honored for those students who show affiliation with that particular religion. Absences pre-approved by the UA Dean of Students (or Dean’s designee will be honored.)

**Course Schedule:**

<table>
<thead>
<tr>
<th>Week/Date</th>
<th>TOPIC</th>
<th>Individual Work</th>
<th>Advocacy Plan</th>
<th>READINGS</th>
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<tbody>
<tr>
<td>1. 8/28</td>
<td>The Political Nature of Public Health</td>
<td>For next week: Public Health Policy Agenda - be prepared to present!</td>
<td>Group Project: Discussion of advocacy plan issues.</td>
<td>• Murray and Leigh-Hunt, 2019</td>
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<td>Introduction to the goals and process of the course</td>
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<td>• Adler, 2016</td>
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<td></td>
<td>Advocacy and inclusive excellence</td>
<td>Identify Arizona legislators for Districts 25-30 (keep this list!)</td>
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<td>• Chandra, 2016</td>
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<td>Defining policy &amp; policy target</td>
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<td>2. 9/4</td>
<td>The Political Nature of Public Health: Frameworks for analysis and action</td>
<td>Public Health Agenda presentations</td>
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<td>• Kingdon 2002</td>
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<td>Speaker: Pete Wertheim</td>
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<td>• Herweg-jones 2015</td>
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<td>Arizona Osteopathic Medical Assn.</td>
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<td>3. 9/11</td>
<td>The Legislative Process; Hot Topics and Big Picture Issues in Arizona</td>
<td>Individual assignment #1: Interview with legislator’s report</td>
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<td>Speaker: Representative Alma Hernandez</td>
<td>DUE 9/25</td>
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|            | Theoretical constructs related to public health advocacy and policy change | Individual assignment #1 due (interview report) | Discuss advocacy plan public health issue topics and guidelines | • Hertsgaard, 2019  
| 4. 9/18    | Constituents meet their legislators: Creating the interview            |                                             |                                                 | • Scheirmeier 2019 |
|            | Advocacy Issue: Climate change                                         |                                             |                                                 |                                                 |
| 5. 9/25    | Understanding questions of equity in policy perspectives               | Individual assignment #2: Letter to the Editor | Explore advocacy plan public health issue using 1) but why technique and 2) Structural competency exercise | • Stone, 2002, Chapter 1 & 2  
|            | Speaker: Mary Ellen Cunningham, AzPHA Board President                  |                                             |                                                 | • Humble, 2019  
|            | Questions of equity and ethics in public health: Your portion of the chocolate cake. |                                             |                                                 | • Tahesi Coates |
|            | Advocacy issue: Drug Policy                                           |                                             |                                                 | • Mooney, 2018 |
| 6.10/2     | Public Health Advocacy on a County Level – Insiders vs. Outsiders Where can you make a difference? | Individual Assignment #2: Letter to the Editor | Explore advocacy plan public health issue using 1) but why technique and 2) Structural competency exercise | • Schaff & Dorfman 2019  
|            | Speakers: Mary Kinkade Pima CHD Senior Advisor                        |                                             |                                                 | • Freudenberg et al 2015  
<p>|            | Insiders vs. Outsiders – How will you advocate?                        |                                             |                                                 | • Rachel’s Environmental and Health News #814, 2005 |
|            | Advocacy Issue #4: children in detention                               |                                             |                                                 | • Linton et al 2017 |</p>
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<tr>
<td>7. 10/9</td>
<td>Does the advocacy plan really work?</td>
<td>Individual Assignment #2 due (letter to the Editor)</td>
<td>Get feedback on your advocacy topic from your organization. Finalize public health policy issue and advocacy goal (due 10/16)</td>
<td>• Beder et al. 2018</td>
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<td>8. 10/16</td>
<td>Elements of Effective Advocacy at the local level: Influencing Policy Makers</td>
<td>Individual assignment #3: health policy analysis DUE 10/30</td>
<td>Final public health goal and advocacy goal due. Analyze policy using Kingdon Due 10/23</td>
<td>• Cohen &amp; Marshall 2016 • Bugeja, 2011 • Post 2016 • Magnus 2019</td>
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<td>9. 10/23</td>
<td>Mobilizing the community for action Speaker: Familias Unidas Ganado Accesibilidad (Families United Gaining Accessibility) Alonzo Morado, Yolanda Herrera, Vanessa Gallego Rat story case study</td>
<td>Kingdon analysis due Who has the power: Identify allies and opponents (due 10/30)</td>
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<td>• Henderson 2017 • Fullilove 2001 Frameworks, 2002 EcoAmerica, 2015</td>
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<td>10. 10/30</td>
<td>Community Organizing Speaker: Robert Ojeda, Chief Programs Officer, Community Food Bank: Community Organizing Individual assignment #3 due Individual assignment #4 Elevator Speech DUE 11/6</td>
<td>Frame your issue of three different audiences (due 11/6)</td>
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<td>• Rogers, MB. Cold Anger • Parker, et al. 2003 • Arcury, 2017 • Vazquez 2007</td>
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<td>11. 11/6</td>
<td><strong>The Advocacy Process</strong></td>
<td>Individual assignment #4 due</td>
<td>Framing due</td>
<td>• Chapman, 2004</td>
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<td>Speakers: Cheryl Gerken &amp;</td>
<td>Elevator speech</td>
<td>Work on strategies and tactics</td>
<td>• Wash Post, 2018</td>
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<td>Cindy Coleman:</td>
<td>presented in class and</td>
<td>DUE 11/13</td>
<td>• Ulrich, 2019</td>
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<td>Comprehensive Sex Ed in a</td>
<td>turned in.</td>
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<td>• Peebles 2019</td>
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<td>local school district.</td>
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<td>Advocacy issue: Gun violence</td>
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<td>12. 11/13</td>
<td>**Advocacy Tools and</td>
<td>Strategies and tactics</td>
<td>Work on Advocacy tools:</td>
<td>• Lusk &amp; Weaver 2017</td>
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<td>Strategies**</td>
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<td>Develop a fact sheet/info tool</td>
<td>• Rosenthal, 2019</td>
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<td>Speaker: Will Humble</td>
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<td>draft, due 11/20</td>
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<td>CTB: Chap 6</td>
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<td>Creating a fact sheet</td>
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<td>13. 11/20</td>
<td><strong>Advocating with Tribes</strong></td>
<td>Fact sheet due</td>
<td>Final Advocacy goal, objective,</td>
<td>• Warne, 2015</td>
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<td>Speaker: Gabriella Cazares-</td>
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<td>strategies, tools</td>
<td>• Tucson Weekly 2018</td>
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<td>Kelly, Anthony Francisco</td>
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<td>DUE 11/27</td>
<td>• Color lines, 2018</td>
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<td>Community Organizer,</td>
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<td>• Redwood et al, 2019</td>
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<td>Indivisible Tohono</td>
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<td>• McDougall, 2013</td>
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<td>Disparities Outreach,</td>
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<td>14. 11/27</td>
<td>Work on Advocacy Plans</td>
<td>Turn in Individual Assignment #5 – public meeting &amp; reflection on or before this date.</td>
<td>Final Advocacy goal, objective, strategies and tools Due 12/4</td>
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<td>15. 12/4</td>
<td>Advocacy Plan Presentations and Critiques</td>
<td>Group assignment: Presentation</td>
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<td>16. 12/11</td>
<td>Course Wrap Up: The social responsibility of public health professionals.</td>
<td>Group Assignment: Advocacy Plan submitted Peer Review Due</td>
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**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](http://www.registrar.arizona.edu/emailpolicy.htm)

**Inclusive Excellence:** The University of Arizona sits on the original homelands of indigenous peoples who have stewarded this land since time immemorial. Aligning with the university’s core value of a diverse and inclusive community, it is an institutional responsibility to recognize and acknowledge the people, culture and history that make up the Wildcat community. At the institutional level, it is important to be proactive in broadening awareness throughout campus to ensure our students feel represented and valued.

This course adheres to the principles outlined in the concept of Inclusive Excellence by creating a safe and welcoming environment for everyone. This course supports elective gender pronoun use and self-identification; rosters indicating such choices will be updated throughout the semester, upon student request. As the course includes group work and in-class discussion, it is vitally important for us to create an educational environment of inclusion and mutual respect. I ask that all students work with me to create a welcoming environment that is respectful of all forms of diversity, including diversity in parenting status.

**Children in Class:** The policy described here is not a University policy.

- All exclusively breastfeeding babies are welcome in class as often as is necessary to support the breastfeeding relationship.
- For older children and babies, I understand that minor illnesses and unforeseen disruptions in childcare often put parents in the position of having to choose between missing class to stay home with a child and leaving him or her with someone you or the child does not feel comfortable with. While this is not meant to be a long-term childcare
solution, occasionally bringing a child to class in order to cover gaps in care is perfectly acceptable.

- In all cases where babies and children come to class, I ask that you sit close to the door so that if your little one needs special attention and is disrupting learning for other students, you may step outside until their need has been met.
- Finally, I understand that often the largest barrier to completing your coursework once you become a parent is the tiredness many parents feel in the evening once children have finally gone to sleep. I hope that you will feel comfortable disclosing your student-parent status to me. This is the first step in my being able to accommodate any special needs that arise. While I maintain the same high expectations for all student in my classes regardless of parenting status, I am happy to problem solve with you in a way that makes you feel supported as you strive for school-parenting balance.

Disability Accommodation: If you anticipate issues related to the format or requirements of this course, please meet with me. I would like us to discuss ways to ensure your full participation in the course. If you determine that formal, disability-related accommodations are necessary, it is very important that you be registered with Disability Resources (621-3268; drc.arizona.edu) and notify me of your eligibility for reasonable accommodations. We can then plan how best to coordinate your accommodations. The official policy can be found at: http://catalog.arizona.edu/2012-13/policies/disability.htm

Academic Integrity: All UA students are responsible for upholding the University of Arizona Code of Academic Integrity, available through the office of the Dean of Students and online: The official policy found at: http://deanofstudents.arizona.edu/codeofacademicintegrity

Classroom Behavior: (Statement of expected behavior and respectful exchange of ideas) The Dean of Students has set up expected standards for student behaviors and has defined and identified what is disruptive and threatening behavior. This information is available at: http://deanofstudents.arizona.edu/disruptiveandthreateningstudentguidelines.

Students are expected to be familiar with the UA Policy on Disruptive Behavior in an Instructional Setting found at http://web.arizona.edu/~policy/distuptive.pdf and the Policy on Threatening Behavior by Students found at http://web.arizona.edu/~policy/threatening.pdf

Grievance Policy: Should a student feel they have been treated unfairly, there are a number of resources available. With few exceptions, students should first attempt to resolve difficulties informally by bringing those concerns directly to the person responsible for the action, or with the student's graduate advisor, Assistant Dean for Student and Alumni Affairs, department head, or the immediate supervisor of the person responsible for the action. If the problem cannot be resolved informally, the student may file a formal grievance using the Graduate College Grievance Policy found at: http://grad.arizona.edu/academics/policies/academic-policies/grievance-policy

Grade Appeal Policy: http://catalog.arizona.edu/2012-13/policies/gradappeal.htm

UA Smoking and Tobacco Policy:
The University’s "Smoking and Tobacco Policy" is designed to promote the health and wellness of all members of the University community, including visitors to campus, and it will prohibit the use of tobacco- and nicotine-containing products on property owned or controlled by the UA. This includes the main campus, the Arizona Health Sciences Center, the Phoenix Biomedical Campus, UA South, all satellite campuses, University vehicles, and any property leased by the UA. Smoking cessation aids, such as nicotine gum, patches, and nasal sprays, will be permitted, but all other forms of tobacco or nicotine - including pipes, cigars, cigarettes and e-cigarettes, all types of smokeless tobacco, and water pipes - will be prohibited. The latest version of the policy is available at: http://policy.arizona.edu/sites/default/files/Tobacco-Free.pdf

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.

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 campuses and in its vehicles. The official policy can be found at: http://policy.arizona.edu/ethics-and-conduct/smoking-and-tobacco-policy

Plagiarism: What counts as plagiarism?
• Copying and pasting information from a web site or another source, and then revising it so that it sounds like your original idea.
• Doing an assignment/essay/take home test with a friend and then handing in separate assignments that contain the same ideas, language, phrases, etc.
• Quoting a passage without quotation marks or citations, so that it looks like your own.
• Paraphrasing a passage without citing it, so that it looks like your own.
• Hiring another person to do your work for you or purchasing a paper through any of the on- or off-line sources.