

# FRANCIS MARION UNIVERSITY: DESCRIPTION OF PROPOSED NEW COURSE or MODIFICATION OF AN EXISTING COURSE

Department/School Biology Date September 12, 2020

Course No. or Level 216 Title Ichthyology

Semester hours 4 Clock hours: Lecture 3 Laboratory 3

Prerequisites Biol 105/115 or 107 and 106 or 108 or permission of department

Enrollment expectation 12

Indicate any course for which this course is a (an)

modification None  
(proposed change in course title, course description, course content or method of instruction)

substitute None  
(The proposed new course replaces a deleted course as a General Education or program requirement.)

alternate None  
(The proposed new course can be taken as an alternate to an existing course.)

Name of person preparing course description Jason Doll

Department Chairperson's/Dean's Signature \_\_\_\_\_

Provost's Signature Peter King

Date of Implementation \_\_\_\_\_

Date of School/Department approval \_\_\_\_\_

**Catalog description:** The study of fish with emphasis on identification, classification, evolution, anatomy and physiology, and ecology. Emphasizes will be on South Carolina species but other important species will be included.

Purpose: 1. **For Whom (generally?)** Biology Majors

2. **What should the course do for the student?**

**Upon successful completion of this course, students should be able to:**

1. Communicate science effectively
2. Read, understand, and critique literature
3. Develop testable hypotheses

4. Demonstrate lab and field skills
5. Demonstrate broad familiarity with fishes from freshwater environments
6. Demonstrate ability to identify unknown fish species by structure and systematic placement
7. Recognize basic anatomy and know the reasons for different structures (evolutionary relationships and specific adaptations)

**Teaching method planned:** Three hours of lecture and three hours of lab each week. Lectures will be a combination of PowerPoint and classroom activities. Classroom activities will include discussion about fish form and function, fish anatomy and physiology, and fish ecology. Labs will consist of hands-on fish dissections, fish identification, and fish sampling at the Freshwater Ecology Center.

**Textbook and/or materials planned (including electronic/multimedia):**

- Helfman, G., B.B. Collette, D.E. Facey, and B.W. Bowen. 2009. The Diversity of Fishes: Biology, Evolution, and Ecology, 2<sup>nd</sup> edition, Wiley,
- Rohde, F.C., R.G. Arndt, J.W. Foltz, and J.M. Quattro. 2009. The Freshwater Fishes of South Carolina. University of South Carolina Press, Columbia, SC.

**Course Content:** (Please explain the content of the course in enough detail so that the Academic Affairs Committee can make an informed judgement.  
Include a syllabus for the course.)

Please see attached syllabi

**MODIFY** on page 63 of the current catalog to include this course as an option for student's organismal class in the Biology major.

**FROM:**

3. One course in organismal biology (either 201, 202, 206, 207, 208, 209, 303, 307, 311, 312, 313, 315, or 320

**TO:**

3. One course in organismal biology (either 201, 202, 206, 207, 208, 209, 216, 303, 307, 311, 312, 313, 315, or 320

**MODIFY** on page 64 of the current catalog to include this course as an option for student's animal class in the Environmental Science Option in Biology.

**FROM:**

Organismal (Animal): one course from  
Biology 201, 202, 204, 209, 312, 315.....4

**TO:**

Organismal (Animal): one course from  
Biology 201, 202, 204, 209, 216, 312, 315.....4

**ADD** on page 65 of the current catalog the new course

**216 Ichthyology (4)** (Prerequisite: 105/115 or 107 and 106 or 108 or higher or permission of department) AS. The study of fish with emphasis on identification, classification, evolution, anatomy and physiology, and ecology. Emphasizes will be on South Carolina species but other important species will be included.

**Rationale:** This proposal outlines a plan for the formation of a new biology course at Francis Marion University – *Ichthyology*. This course will expand organismal course offerings for biology students and enhance available course offerings to compliment the Freshwater Ecology Center. Ichthyology will also compliment fisheries science and management. Fisheries science and management emphasizes fish population dynamics, habitat requirements, and human dimensions; ichthyology will teach students the physiological, ecological, and behavior adaptations of fishes to life in water as well as evolutionary relationships among this very diverse group. This course will also expand the offerings in the biology department so that students could become eligible for professional certification through the American Fisheries Society.

No additional faculty are needed for this course.

Equipment needs to support this course are either currently available or will be addressed in the development of the Freshwater Ecology Center.

**When completed, forward to the Office of the Provost.**

Ichthyology - Biology 216

Lecture Room:

Lab Room:

**Instructor:** Dr. Jason Doll

**Office:** MSB 301C

**Phone :** 843-661-1481

**Email:** jason.doll@fmarion.edu

**Office Hours**

T/TH 10:00am-11:00am

\* and by appointment

I have an open door policy. Please do not hesitate to come to my office anytime. Usually I am available in my office when not in class. Or, I would be happy to set up an appointment that is suitable for you.

**Course Description:** The study of fish with emphasis on identification, classification, evolution, anatomy and physiology, and ecology. Emphasizes will be on South Carolina species but other important species will be included.

**Course Objectives:** When you complete this course, you should be able to:

1. Identify ~100 common South Carolina fish species by sight and know scientific and common name.
2. Use a dichotomous key to identify unknown fish species.
3. Have working knowledge of fish classification, systematics, speciation and evolution.
4. Identify internal and external structures of fish
5. Have working knowledge of basic fish physiology, including: respiration, circulation, osmoregulation, sensory perception, reproduction, growth.
6. Identify the relationship between fish form and function.
7. Evaluate biotic and abiotic influences on fish (fish ecology).
8. Discuss the importance of fishes to global biodiversity
9. Effectively communicate science using both written and oral methods.

**Student Learning Outcomes (SLO)**

**Upon successful completion of this course, students should be able to:**

8. Communicate science effectively
9. Read, understand, and critique scientific literature
10. Develop testable hypotheses
11. Demonstrate lab and field skills
12. Demonstrate broad familiarity with fishes from freshwater environments
13. Demonstrate ability to identify unknown fish species by structure and systematic placement
14. Recognize basic anatomy and know the reasons for different structures (evolutionary relationships and specific adaptations)

**Means of Assessment**

***These outcomes will be indicated by successful:***

1. Students will complete an independent research project to include a final report and presentation. (SLO 1-3)
2. Students will conduct field survey of fish during labs and for independent research project (SLO 4-6)
3. Students will be tested over anatomy of fish (SLO 7)
4. Students will write a review of one species of fish to demonstrate knowledge of fish adaptations, conservation, and management (SLO 5 and 7)

**Disability Services:** I am happy to make accommodations for students with special needs; however, you first must provide proper documentation from the Office of Counseling and Testing. You must also notify me of your needs one week prior to an assignment/quiz/test/etc. to allow time to arrange for the appropriate accommodations

**Required Textbooks:**

- Helfman, G., B.B. Collette, D.E. Facey, and B.W. Bowen. 2009. The Diversity of Fishes: Biology, Evolution, and Ecology, 2<sup>nd</sup> edition, Wiley,
- Rohde, F.C., R.G. Arndt, J.W. Foltz, and J.M. Quattro. 2009. The Freshwater Fishes of South Carolina. University of South Carolina Press, Columbia, SC.

**Course Grade:**

Your course grade will be based on the following:

Assignments	150 points
Lecture exams 5 @ 100 points	500 points
Lab test 3 @ 50 points	150 points
Final research report	100 points
Final group project presentation	100 points

**Total** **700 points**

Grades will be assigned according to the following scale:

4 = 90 - 100%	3+ = 87 - 89%	3 = 80 - 86%
2+ = 77 - 79%	2 = 70 - 76%	1+ = 67 - 69%
1 = 60 - 66%	NC = below 60%	

Grades will be posted on the course Blackboard site

**Exams:**

The five lecture exams will each be worth 100 points. The information included in each will come primarily from the lecture. However, some questions may come from the assigned reading that is not covered elsewhere. The final exam will be comprehensive. The three lab exams will each be worth 50 points. The first lab exam will be fish anatomy. The remaining two lab exams will be fish identification.

**Assignments and Assigned Readings:**

You are expected to read the appropriate chapters in the text and assigned journal articles prior to the lecture. Most of the assignments will require you to read the book prior to class time. Assignments will include critique of journal articles, critical thinking exercises, and a report on your favorite fish observed during the aquarium field trip (see field trips below). This report will detail the fish's adaptation to this environment and its conservation or management importance.

**Attendance:**

Attendance is required and you will be responsible for all material presented during lecture and lab sessions. The only effective way to learn the material is to attend all lecture and laboratory sessions. Failure to do so could seriously affect your grade. In-class assignments may not be made up. If, for some reason you can't attend an exam, please, contact me prior to the exam. Be prepared to document your absence.

**Classroom behavior:**

No cell phones unless you are told by your instructor

Do not pack before the class officially ends (I will let you know)

Emails:

- Include a subject and class number (e.g. Homework 10 in BIO216) in the “subject” line and any attached document.
- Start your email with Dr./Professor/Greeting and follow it with a courteous and polite text.  
YES: Hello Dr. Doll / Good morning / Professor Doll  
NO: What’s up / Hey / “blank space”
- When you reply, include previous exchanges in the email reply.
- I will do my best to reply emails quickly but be *reasonable*.

**Policy for Cheating and Plagiarism:**

Students are encouraged to work together (NOT simply copying work) on regular homework assignments. Collaborative learning can be a great help for students who have trouble learning difficult concepts. However, exercises that appear too similar will be deemed plagiarism and all students involved will receive a ZERO grade for that exercise and a formal letter detailing your academic dishonesty will be filed for potential further action. If you are caught cheating on an examination you will receive zero points for that exam and a formal notification will be filed.

**Field Trips:**

During the semester we will be collecting fish from Goodson Pond (FMU Freshwater Ecology Center), the Great Pee Dee River and other nearby streams during the lab period. Wear appropriate clothing (stuff that can get wet!!!). Two full day field trips are planned that will require travel. The first will be to the South Carolina aquarium and the second will be a field collection trip to either a large reservoir in southern South Carolina, a stream in western South Carolina, or a coastal South Carolina field trip.

**Animal Collection Ethics:**

The use and handling of fish or other animals for research and teaching necessitates the utmost respect for the animal and the researcher. We will follow standard animal care and use protocols during this course and practice good protocol outlined for the safe and ethical use of fishes in research and teaching as outlined by the American Fisheries Society, American Society of Ichthyologists and Herpetologists, and the Animal Care and Use Committee.

**Research Paper Information:**

As practicing scientists we are constantly generating and testing hypotheses. This assignment is your opportunity to describe and follow the process through! Come up with a question that you can effectively test using class data from the lab collections you made or from collections made outside of class (with me). Write a scientific paper (~5-10 pages double spaced) including an abstract, introduction, methods, results, conclusion, and literature cited section that can take a reader through your hypothesis, data collection, statistical tests, and conclusions. Study topics can include questions like: 1) Does species richness vary by collection site based on some habitat feature?, 2) Are more Spottail Shiners found in specific tributaries?, or 3) Do I catch more species with more seine hauls (e.g., species accumulation curve) – is this simple pattern infinite? This will effectively constitute one lab report for all of the collections and help you to think critically about the fish collections that you made! You must form your group and decide on a topic by the end of the 2nd week. You must present an outline to me by the end of the 3rd week. I will serve as an advisor to each group but remember that

this is YOUR TOPIC and YOUR STAGE – so take time in what you are researching and convey your excitement and knowledge on the subject matter to the scientific community!

### Group Research Projects/Presentation Information:

The last week of the semester you will be presenting your research project to the class as a group. The purpose of this is so you can relate your findings of your research project to interested scientists. Each group will present a 15 minute platform presentation to an open audience during lecture.

### Lecture, Lab and Test Schedule

Ichthyology

Biology 216

Week	Lecture Topic	Chapters	Lab
1	Introduction to fishes	1	Meristics and Animal Ethics (IACUC)
2	Form and Function	2	Identification of fish species
3	Form and Function	2	Field trip ( <i>location TBD</i> )
4	Respiration	3	Fish dissection
5	Exam 1		Field trip ( <i>location TBD</i> )
	Blood and Circulation	4	
6	Buoyancy and Thermal Regulation	5	First lab test, fish dissection
			Identification of fish species
7	Feeding, Nutrition, Digestion, and Growth	7	Field trip ( <i>location TBD</i> )
8	Growth	8	Identification of fish species
			Second lab test ~50 species
9	Growth	8	Field trip ( <i>location TBD</i> )
	Exam 2		
10	Reproduction	9	Identification of fish species
11	Sensory Perception	10	Field trip ( <i>location TBD</i> )
12	Behavior	11	Identification of fish species
13	Exam 3		Field trip ( <i>location TBD</i> )
	Ecology	27, 28, 29	
14	Ecology	27, 28, 29	Identification of fish species
15	Conservation	37	Third lab test ~50 species
16	Exam 4		
	Group presentations		
Final Exam: TBD			

**FRANCIS MARION UNIVERSITY: DESCRIPTION OF PROPOSED  
NEW COURSE or MODIFICATION OF AN EXISTING COURSE**

**Department/School:** School of Health Sciences Healthcare Administration Program

**Date:** 10/1/2020

**Course No. or Level:** IPHC 380 **Title:** Introduction to Public Health

**Semester hours:** 3 **Clock hours:** Lecture: 3 Laboratory: 0

**Prerequisites:** None

**Enrollment expectation:** 35

**Indicate any course for which this course is a (an)**

modification \_\_\_\_\_

(proposed change in course title, course description, course content or method of instruction)

Substitute X (Repeating Sociology 375)

(The proposed new course replaces a deleted course as a General Education or program requirement.)

alternate \_\_\_\_\_

(The proposed new course can be taken as an alternate to an existing course.)

**Name of person preparing course description:** Dr. Sarah H. Kershner

**Department Chairperson's/Dean's Signature** \_\_\_\_\_ *Karen K. Dittling*

**Provost's Signature** \_\_\_\_\_ *Peter King*

**Date of Implementation** Fall 2021

**Date of School/Department approval** September 30, 2020

**Catalog description:** This course is designed to introduce the basic theories, applications, current statistics and definitions of public health, including integrating public health with other health professions. It will provide a history of public health, current events and an overview of how historical events and threats to public health have informed the evolution of public health. Students will compare public health in the United States to other countries to realize the global nature of the discipline. Students will learn how public health researchers and practitioners work to prevent disease and promote global health through scientific research, policy development, and health education. This course will also provide an introduction to biostatistics, epidemiology and using Excel to interpret data trends.

- Purpose:**
1. **For Whom (generally?)** Healthcare administration students
  2. **What should the course do for the student?** This course will meet the needs of the growing Healthcare Administration department and fulfill a need for an introductory public health course to prepare alumni for employment in traditional public health sites such as a hospital, community health organization or federally qualified health center.

This course will include concepts such as public health theory, introduction to biostatistics, epidemiology and current health trends.

**Teaching method planned:** Teaching strategies will consist of instructor videos, PowerPoint presentations shared on Blackboard, audio-visual aids, discussions, group work, presentations, written assignments, video projects and online tests.

**Textbook and/or materials planned (including electronic/multimedia):**

American Psychological Association. (2020). *Manual of the American Psychological Association* (7th ed.).

American Psychological Association. <https://doi.org/10.1037/0000165-000>. ISBN-13: 978-1433832161.

Schneider, M.J. (2020). *Introduction to Public Health* (6<sup>th</sup> ed.). Jones and Bartlett Learning. ISBN-13: 978-1284197594.

**Course Content:** (Please explain the content of the course in enough detail so that the Academic Affairs Committee can make an informed judgement. Include a syllabus for the course.)

- Public health: science, politics and prevention
- Epidemiology: the basic science of public health
- Epidemiologic principals and methods
- Problems and limits of epidemiology
- Statistics: making sense of uncertainty
- The role of data in public health
- The conquest of infectious diseases
- The resurgence of infectious diseases
- The biomedical bases of chronic diseases
- Genetic diseases and other inborn errors
- How psychosocial factors affect health behavior
- Public health enemy number one: tobacco
- Public health enemy number two: poor diet and physical activity
- Injuries are not accidents
- Maternal and child health as a social problem
- Maternal health: public health includes healthy minds
- A clean environment: the basis of public health
- Safe food and drugs: an ongoing regulatory battle
- Population: the ultimate environmental health issue
- Health services research: finding what works
- Public health and the aging population
- Emergency preparedness
- Public health in the 21 century: achievements and challenges

*See attached syllabus for course outline.*

**When completed, forward to the Office of the Provost.**



**School of Health Sciences  
Healthcare Administration (HCA)**

**Course Title:** Introduction to Public Health  
**Course Number:** IPHC 380  
**Credit Hours:** 3  
**Semester and Year:** Fall and Spring  
**Prerequisites:** None  
**Faculty:** Dr. Sarah Kershner  
**Office Number:** LNB 128  
**Office Phone:** 843-661-1694  
**E-mail:** skershner@fmarion.edu  
**Office Hours:** Tuesdays and Thursdays; 9:00-11:00am

**Catalog description:** This course is designed to introduce the basic theories, applications, current statistics and definitions of public health, including integrating public health with other health professions. It will provide a history of public health, current events and an overview of how historical events and threats to public health have informed the evolution of public health. Students will compare public health in the United States to other countries to realize the global nature of the discipline. Students will learn how public health researchers and practitioners work to prevent disease and promote global health through scientific research, policy development, and health education. This course will also provide an introduction to biostatistics, epidemiology and using Excel to interpret data trends.

**Program Outcomes:**

**The Bachelors of Science in Healthcare Administration prepares the graduate to:**

1. Utilize the liberal education courses as the cornerstone for study and practice as a healthcare professionals and leaders.
2. Incorporate the knowledge and skills in leadership, quality improvement, and patient safety in the provision of high quality healthcare.
3. Provide safe and effective care to all individuals and groups across the lifespan based upon the principles and models of evidence-based practice.
4. Incorporate information management, patient care technologies, and communication devices in providing safe and effective patient care.
5. Incorporate information on healthcare policies, including financial and regulatory, directly and indirectly influencing the nature and functioning of the healthcare system in professional practice.

6. Demonstrate effective inter-professional communication and collaboration through verbal, nonverbal and written communication skills to practice individual accountability, patient advocacy, conflict resolution principles, and teambuilding strategies.
7. Integrate knowledge and skill derived from the physical sciences, bio-psycho-social sciences, and humanities in the provision to individuals, families, groups, communities, and populations across the life span with a focus on health promotion, disease and injury prevention.
8. Demonstrate and utilize principles of legal ethical core values of professionalism with the application of professional values of altruism, autonomy, human dignity, integrity, and social justice in the delivery of patient care.
9. Utilize the roles of provider of care, manager/coordinator of care, and member of the profession in developing and providing safe and effective care to all patients across the lifespan with diverse multicultural needs, including; but is not limited to cultural, spiritual, ethnic, gender, and sexual orientation to diversity.

**Course Outcomes: At the completion of this course, the student will be able to:**

1. Outline the various components of the public health system.
2. Describe interrelationships among different components of the public health system.
3. Identify eras in the historical development of public health and ways that public health affects everyone's daily life.
4. Explain the basic principles of epidemiology, including rates, risk factors, disease determinants, causation, and public health surveillance.
5. Apply measures of population health and illness, including risk factors, to community health improvement initiatives.
6. Outline the role of law and government in promoting and protecting the health of the public and identifying specific functions and roles of governmental public health agencies in assuring population health.
7. Identify criteria for evaluating health systems, including matters of access, quality, and cost.
8. Describe the impact of the environment and describe how communicable diseases, including animal and food-borne diseases, impact health.
9. Explain how various occupations, professions, and careers contribute to carrying out public health's core functions and essential services.

**Course Access and Navigation:** This course was developed using Blackboard (Bb). To access the course, go to <https://blackboard@fmarion.edu>. Click on the Login button and use your username and password. If you do not have a password, follow the prompt to create them. If you have problems at any time with logging in, or with the Bb system, contact Technical Support at Francis Marion University at 843-661-1111 for help.

**Teaching Strategies:** Teaching strategies will consist of powerpoint presentations, readings, audio-visual aids, discussions, video lectures, presentations, discussion boards, and written assignments.

**Textbook(s):**

American Psychological Association. (2020). *Manual of the American Psychological Association*. (7th ed.). American Psychological Association.

<https://doi.org/10.1037/0000165-000>. ISBN-13: 978-1433832161.

Schneider, M.J. (2020). *Introduction to Public Health* (6<sup>th</sup> ed.). Jones and Bartlett Learning.  
ISBN-13: 978-1284197594.

**Methods of Evaluation:** In order to progress in the *Bachelor of Science in Healthcare Administration program*, the student must receive a grade of “D” (1.0 on a 4.0 scale) to receive credit for the course.

**Course Evaluation Methods:**

Assignment	Percent of Final Grade
Syllabus Quiz	5%
Quizzes (6)	30%
Zoom Discussion Group	10%
Excel assignment	10%
Article Response PPT	20%
Research Paper	25%

**Grading Scale:**

Alphabetic	Raw Score
A	94-100
B+	90-93
B	87-89
C+	83-86
C	80-82
D+	76-79
D	73-75
F	72 or below

**NOTE:** Only FINAL course grades will be rounded, final course grades of 0.50 or greater will be rounded up to the next whole numeric value. To receive credit for the course, students must earn a final grade of 72.5, rounded to a 73. Individual assignment scores will not be rounded and will be entered in Blackboard to the nearest hundredth of a percent.

**Assignment Explanations:** The student will find detailed descriptions and explanations for all assignments within Bb.

**Online Attendance Policy:** To be considered present for a week/module, students must log on at least one time and make some meaningful contribution to classmates' learning during the week/module. A student who does not sign in and/or does not provide any meaningful input will be considered absent and may be at risk for failing the course.

A faculty member may withdraw a student from his/her course for a violation of the stated attendance policy at any time during a semester. Prior to the completion of 33 % of a course, a faculty member may withdraw a student from a course for a violation of the stated attendance policy and the grade recorded will be "W". After the completion of 33 % of a course, a faculty member may still withdraw a student from a course for violation of the stated attendance policy but the grade recorded will be "F" or "W" based on the academic average at the time of withdrawal. When a faculty member withdraws a student from a course, the withdrawal is not complete until the faculty member fills out an Automatic Dropping of Student's Form, obtains the signature of the Dean of the School of Health Sciences, and delivers the form to the Registrar's Office.

**Zoom Discussion Groups Participation:** The student will be evaluated on the quality of contributions, insights, and contributions to the virtual discussion group. Virtual discussion groups will be scheduled for groups of 10 students at a time so students can choose one of the four time slots offered for each discussion group. Each discussion group will last approximately 30 mins. Students will be expected to actively participate one virtual discussion group with the course faculty and peers, and follow the below guidelines:

- Students must sign-on to the Zoom discussion group at the time they signed up for (using WiKi table in Bb);
- Students must have a webcam or phone camera to virtually participate in the session;
- Appropriate dress is required (no pajamas or revealing clothing);
- Make appropriate eye contact during conversation;
- Be sure you have a quiet environment to participate in session - no kids or friends in background, no pets in background and no music in background, etc.;
- Sign-in on time and stay duration of the session;
- Verbally introduce yourself during session;
- Do not use the phone or engage in other activities during session;
- Actively engage in conversation as appropriate;
- Do not interrupt other students or faculty.

**Communication Policy for Blackboard:** Online classes require a special set of guidelines to enable equal participation for all students, and to assure privacy, respect, and accountability are maintained. The intent of discussion boards are to replace the sharing that would occur between students in the classroom, to allow faculty to identify student learning and correct misconceptions, and to share in the educational process as professionals. To help the student become accustomed to working in an on-line classroom, the following guidelines are listed:

- Students are expected to check their email daily and discussion board at least every two days for student posts and faculty updates.
- Professional respect requires students to respond to discussion board questions directed to them specifically by their peers. Students are expected to use a positive and respectful tone in online communication.
- Some courses will require the students to work in groups. A designated group discussion site will be made available for these discussions. It is highly encouraged that the students use the Bb group discussion site for their team communications.

- Students should not dominate the discussion. If a student has something to address that is off-topic, email the person directly. General questions can be posted in the Faculty Forum section of the discussion board.
- Abusive comments will not be tolerated. The student may lose points or this may be grounds for being asked to leave the course. If the student is dealing with a sensitive or controversial topic, take time to reflect and write the response in WORD first before posting so there is no regret later.
- Typing in WORD before posting will help the student eliminate spelling and grammatical errors. Using all caps to highlight a point is generally considered “shouting” online.
- Reference all information used in a post that is not the student’s own knowledge.
- Although information shared online cannot be assumed to be private, please respect the examples and information shared by others.
- Each course faculty will monitor and respond to discussion board posts as appropriate. However, the discussion board itself is intended to be student-directed.

**Definition of Unprofessional Behavior:** Unprofessional or disruptive behavior is defined as any behavior that is contentious, threatening, insulting, or potentially litigious or otherwise interferes or has the potential to interfere with an individual’s or group’s professional responsibilities, self-respect, or ability to collaborate productively with others. It is behavior that creates an unsafe, intimidating, hostile, destructive or offensive work, academic or clinical environment. Dictates of professional behavior apply to faculty, staff, and students in the School of Health Sciences. Examples of unprofessional or disruptive behavior include but are not limited to the following:

- Shouting or using vulgar, profane or abusive language
- Abusive behavior
- Physical assault or threat thereof
- Intimidating behavior
- Refusal to cooperate with others
- Conduct that constitutes sexual harassment
- Refusal to adhere to School of Health Sciences policies
- Inappropriate comments written in official documents that impugn faculty, staff, or students of the School of Health Sciences
- Non-constructive criticism addressed to an individual in such a way to intimidate, belittle or suggest incompetence
- Imposition on staff of unnecessarily burdensome or idiosyncratic requirements that are generally not professionally accepted and do not result in improved efficiency
- Making or threatening reprisals for reporting disruptive or inappropriate behavior
- Inappropriate email conduct, lack of properly addressing faculty, shouting or using inappropriate language.

**Disciplinary Action for Unprofessional Behavior:** Unprofessional or disruptive behavior demonstrated by a School of Health Sciences student towards another student, patient, faculty, or staff will be managed as follows:

1. If possible and reasonable, the complainant should first attempt to resolve the issue by asking the individual to discontinue the inappropriate behavior. The

complainant should document the attempted resolution and forward to his/her course coordinator. Student violations will warrant a warning for unprofessional behavior.

2. If behavior is repeated and deemed as an Honor Code violation, the complainant should bring the incident to the attention of the Director of Healthcare Administration and use the procedures as referred to in the *University Catalog and Student Handbook*.
3. If behavior is repeated and is not an Honor Code Violation, the complainant should contact the Chair for the School of Health Sciences and a second warning for unprofessional behavior will be initiated. The third occurrence will warrant a course failure.

***\*All warnings (regardless of the reason received) are cumulative throughout the program.***

### **Written Paper Requirements:**

- All papers must use appropriate sentence structure, grammar, organization, punctuation and spelling. Proficiency in English grammar is an expectation.
- All papers must demonstrate evidence of logical development of thought, clarity, and organization.
- To be accepted for grading, all written papers will be typed and follow APA guidelines.
- All written assignments must be submitted in Bb unless instructed otherwise.
- If an assignment is submitted (paper, presentation, case study, etc.) that has already been submitted in this class previously or another class, this behavior is considered **self-plagiarism** and could result in an automatic ZERO. Additionally, if information is copied and pasted from another source without direct quotes and appropriate reference(s) and/or information is paraphrased without an in-text citation, this is also considered **plagiarism**. This is a serious academic infraction and could result in a zero for the assignment and reported to the Provost according to the Honor Code found in the *University Student Handbook: Rights and Responsibilities Standards of Conduct (current edition)*.

**Grading Rubrics:** Grading rubrics are used to provide appropriate assignment feedback to the online student, and to maintain consistency in assigning grades. Grading rubrics for each individual assignment can be found on Bb.

**Work Turned in Late:** Any assignments that are due in the assigned week will be considered on time if submitted by midnight of the assigned due date. **Failure to submit an assignment by the designated due date will result in a 10 point deduction for each day the work is not submitted.** If the need for an extension arises, permission from faculty must be obtained PRIOR to the due date in order to avoid any point deduction. If not submitted on the new due date, 10 points will be deducted each day the assignment is not submitted.

**Feedback on submitted assignments:** The course faculty will return assignments with feedback and assigned earned grade within one week (7 days) of assignment submission. There may be some cases where faculty need additional time to review and assign grades for larger assignments such as research papers and powerpoint presentations but this will be communicated with the students when necessary.

**Disclaimer:** Faculty members have the prerogative to schedule extra learning activities, change course content and quizzes/test/exam dates as deemed appropriate, related to learning outcomes. If the syllabus is changed for any reason, faculty will notify students in the following manner; verbally in class and/or on the announcement page of Blackboard and/or by email.

## **ACADEMIC INFORMATION**

**Americans with Disabilities Act (ADA):** If a student has a documented disability and requires special assistance or accommodations, they should contact the University Counseling and Testing Center (*Francis Marion University Student Handbook, current edition*).

Accommodations will be made with proper documentation from the University Counseling and Testing Center. The student must provide documentation to all course instructors of classes in which the student would like to use the accommodations. If at any time during the semester the student's accommodations need to be altered, the student will provide documentation from the University Counseling and Testing Center.

**Student Responsibilities:** Each student is responsible for the proper completion of his/her academic program, for familiarity with the *FMU Catalog and the University Student Handbook*. Each student is responsible for maintaining the grade point average required, and for meeting all degree requirements. The academic advisor will counsel, but the final responsibility for a successful college career rests with the student.

**Grievance Procedure:** The program adheres to the University Guidelines for Student Concerns or Complaints as outlined in the current edition of the *Francis Marion University Catalog*. Student concerns or complaints are handled in a professional manner. Discussion and problem solving of issues should be based on facts. Resolution should acknowledge the satisfaction of all parties, but must maintain the integrity of the program. If the issue(s) cannot be resolved through the procedures above, a formal grievance may be filed as described in the current edition of the *University Student Handbook*.

**Academic Dishonesty:** See Honor Code found in the *University Student Handbook: Rights and Responsibilities Standards of Conduct (current edition)*. All students and faculty are expected to refrain from acts of academic misconduct including, but not limited to, plagiarism, the giving or falsifying of any academic documents or related materials, cheating, and the giving or receiving of unauthorized aid in tests, examinations, or other assigned work.

If an assignment is submitted (paper, presentation, case study, etc.) that has already been submitted in this class previously or another class, this behavior is considered **self-plagiarism** and could result in an automatic ZERO. Additionally, if information is copied and pasted from another source without direct quotes and appropriate reference(s) and/or information is paraphrased without an in-text citation, this is also considered **plagiarism**. This is a serious academic infraction and could result in a zero for the assignment and reported to the Provost according to the Honor Code found in the *University Student Handbook: Rights and Responsibilities Standards of Conduct (current edition)*.

**Email:** Electronic mail is an essential component of communication between the Faculty, administration, and students; therefore, all students are required to have an active email account. Email responses to faculty are expected within 24 hours. In return, faculty will email students within 24 hours with the exception of weekends and holidays. Email to all faculty and students in the department must be addressed professionally with a proper salutation, complimentary closing, and signature. If any of the proper ingredients are lacking, the email will be returned with a note that states “please address this email in a professional manner.”

**Phone Usage and Messaging:** Students are only to call faculty or text faculty in an emergency situation. Faculty will not use verbal phone conversations or texting to discuss any issues with students.

**Social Networking Policy:** Students are encouraged to use their most professional judgment in regard to Internet social networking sites. Information and /or pictures about the program, faculty, other students, internship experiences, and patient information, in any format, are not appropriate on social networking sites. Violations of this policy will result in dismissal from the program for lack of maintaining professional standards.

**FMU Non-Discrimination Policy:** Francis Marion University follows all federal and state laws banning discrimination in public institutions of higher learning. Francis Marion adheres to all Title IX policies, and does not discriminate on the basis of race, color, sex, religion, ethnicity, national origin, age, sexual orientation, gender identity, veteran status or any other protected category under applicable local, state, or federal law. General questions regarding Title IX can be directed to the Office of Civil Rights ([www.ed.gov/ocr](http://www.ed.gov/ocr)). Specific questions may be referred to the University’s Title IX Coordinator ([titleixcoordinator@fmarion.edu](mailto:titleixcoordinator@fmarion.edu)).

**Computer Use:** Every healthcare student is required to have his or her own laptop or portable computer. The minimum configuration should include:

- Updated versions of Microsoft Windows and Microsoft Office, including Word and PowerPoint
- Wireless Internet access
- Other hardware specifications consistent with the Internet provider.

**Computer Access on Campus:** FMU’s Academic Computer Center and the Computer/ Student Lounge in the LNB are open to all enrolled students. Access to the laboratory may require a valid University ID Card. Students are required to supply their own external drives and printer paper. The software and documents available are copyrighted products and may not be reproduced, in part or in whole for any purpose. Students are required to follow all FMU policies with regards to disk write rights, piracy, viruses, climate, and media when working in the computer lab.

**Acceptable Uses of the Internet:** Guidelines for acceptable Internet use are available in the *FMU Catalog*, as well as on the Academic Computing section of the FMU website ([www.fmarion.edu](http://www.fmarion.edu)).

**Printing:** Printers are located throughout the FMU campus. See the current *FMU Catalog* for printing policies.

**ADDITIONAL FRANCIS MARION UNIVERSITY RESOURCES**

Sidney Coker, Nursing Administrative Assistant	(843) 661-1690
Rogers Library	(843) 661-1310
Counseling and Testing Center	(843) 662-8263
Technical Support	(843) 661-1111
Writing Center	(843) 661-1654

**Course Content Outline:**

Week	Topic	Readings	Assignments Due
Week 1:	Overview of the course - assignments, due dates & expectations		Syllabus Quiz
Week 2:	Part I: What is public health? 1. Public health: science, politics and prevention 2. Why is public health controversial? 3. Powers and responsibilities of the government	Chapters 1, 2 & 3	Quiz #1 (Chapters 1, 2 & 3)
Week 3:	Part II: Analytical Methods of Public Health 4. Epidemiology: the basic science of public health 5. Epidemiologic principals and methods	Chapters 4 & 5	
Week 4:	Continued Part II: Analytical Methods of Public Health 6. Problems and limits of epidemiology	Chapter 6	Quiz #2 (Chapters 4, 5 & 6)
Week 5:	Continued Part II: Analytical Methods of Public Health 7. Statistics: making sense of uncertainty 8. The role of data in public health	Chapters 7 & 8	Quiz #3 (Chapters 7 & 8)
Week 6:	Part III: Biomedical Basis of Public Health 9. The conquest of infectious diseases 10. The resurgence of infectious diseases	Chapters 9 & 10	Excel Assignment
Week 7:	Continued Part III: Biomedical Basis of Public Health 11. The biomedical bases of chronic diseases 12. Genetic diseases and other inborn errors	Chapters 11 & 12	Quiz #4 (Chapters 11 & 12)
Week 8:	Part IV: Social and Behavioral Factors in Health 13. Do people choose their own health? 14. How psychosocial factors affect health behavior	Chapters 13 & 14	Zoom Discussion Group
Week 9:	Continued Part IV: Social and Behavioral Factors in Health 15. Public health enemy number one: tobacco 16. Public health enemy number two: poor diet and physical activity	Chapters 15 & 16	Quiz #5 (Chapters 13, 14, 15 & 16)
Week 10:	Continued Part IV: Social and Behavioral Factors in Health 17. Injuries are not accidents 18. Maternal and child health as a social problem 19. Maternal health: public health includes healthy minds	Chapters 17, 18, & 19	
Week 11:	Part V: Environmental Issues in Public Health 20. A clean environment: the basis of public health 21. Clean air: is it safe to breathe? 22. Clean water: a limited resource	Chapters 20, 21, & 22	Article Response PPT
Week 12:	Continued Part V: Environmental Issues in Public Health 23. Solid and hazardous wastes: what to do with garbage? 24. Safe food and drugs: an ongoing regulatory battle 25. Population: the ultimate environmental health issue	Chapters 23, 24 & 25	Quiz #6 (Chapters 20, 21, 22, 23, 24 & 25)
Week 13:	Part VI: Medical Care and Public Health 26. Is the medical care system a public health issue?	Chapters 26 & 27	

	27. Why the US medical system needs reform		
Week 14:	Continued Part VI: Medical Care and Public Health 28. Health services research: finding what works 29. Public health and the aging population	Chapters 28 & 29	<b>Research Paper</b>
Week 15:	Part VII: The Future of Public Health 30. Emergency preparedness 31. Public health in the 21 century: achievements and challenges	Chapters 30 & 31	