

Syllabus

PUBH 767: Team Leadership in Research Navigation

Spring 2021

3 Credits | Residential Synchronous Remote via Zoom

Course Description

Team leadership and management practices with an emphasis on successful team leadership in clinical research. Team effectiveness strategies provide framework for development of successful leadership of teams undertaking clinical research.

Prerequisites: None

Instructor

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Assistant Professor

Public Health Leadership Program

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Teaching Assistant: None

Office Hours: As requested by student or student groups and by appointment

Course Website: <https://sakai.unc.edu/welcome/>. Use your ONYEN and password to access site titled: **PUBH767.001.SP21**

Class Days, Times, Location: Tuesdays 5:00 -7:00 pm

Zoom Link:

<https://uncsph.zoom.us/j/91520854230?pwd=WHI3YnQ5OTFVQWlkd0ZLUnNXejMrQT09>

Meeting ID: 915 2085 4230

Passcode: 214422

One tap mobile

+13017158592,,91520854230# US (Washington D.C)

+13126266799,,91520854230# US (Chicago)

Dial by your location

+1 301 715 8592 US (Washington D.C)

+1 312 626 6799 US (Chicago)

+1 646 558 8656 US (New York)

+1 253 215 8782 US (Tacoma)

+1 346 248 7799 US (Houston)

+1 669 900 6833 US (San Jose)

Meeting ID: 915 2085 4230

Find your local number: <https://uncsph.zoom.us/j/91520854230>

Join by SIP

91520854230@zoomcrc.com

Join by H.323

162.255.37.11 (US West)

162.255.36.11 (US East)

115.114.131.7 (India Mumbai)

115.114.115.7 (India Hyderabad)

213.19.144.110 (Amsterdam Netherlands)

213.244.140.110 (Germany)

103.122.166.55 (Australia)

149.137.40.110 (Singapore)

64.211.144.160 (Brazil)

69.174.57.160 (Canada)

207.226.132.110 (Japan)

Meeting ID: 915 2085 4230

Passcode: 214422

Course Overview:

Understanding and employing team basics and team effectiveness strategies provide the framework for the development of efficient leadership of research teams. This course presents an overview of team leadership and management principles and how to employ practices that promote successful team leadership in multidisciplinary health affairs and industry settings.

Weekly participation in face-to-face classes (via Zoom) and assignments supplemented by online lectures and required readings describing the management and leadership techniques that have proven successful in multidisciplinary team-based activities and in clinical research, will be undertaken. Collaborative learning techniques will be emphasized to include discussions of student and faculty team leadership experiences. Guest lecturers who are experienced practitioners will address specialized topics such as Personal Leadership Style.

Spring 2021 Course Format

Once weekly face to face sessions (via Zoom this semester) emphasizes experiences of faculty and students to develop a set of "team leadership stories," i.e., shared experiences and lessons learned serve as the basis for cases studies used throughout the course. Zoom class meetings are supplemented by online lectures and required readings (all provided via Sakai) describing

the management and leadership techniques that have proven successful in multidisciplinary team-based activities, including research.

Sakai Student FAQs:

<https://sakaitutorials.unc.edu/?FAQ: Frequently Asked Questions||Student FAQ>

Sakai Student Orientation:

https://courses.sph.unc.edu/sakai_orientation/

For technical support, please visit <https://help.unc.edu/sp>

Your instructor will provide a detailed schedule for Zoom sessions, quizzes, exams, and other activities, how to communicate with them, as well as office hours and how to schedule. Please regularly monitor Sakai messages for the course or your email with subject line beginning “**PUBH 767**” for updates. Due to the current circumstances, sessions might have to change with short notice, so please check often. Make sure to monitor the spaces indicated by your instructor, such as forums, announcements, and others in email to stay informed.

Zoom Session Expectations and Tips:

Most of your live class time will take place in Zoom. To create a collaborative environment, we strongly encourage all students to turn on their cameras while in class. If this is not possible due to bandwidth issues, please make sure you have a photograph uploaded, so we can see more than a black box with your name. During Zoom sessions, we want to establish a lively and engaging dialogue and discussion. We encourage you to actively participate following the directions you receive for specific activities, such as how to submit questions or interact with fellow students during group or project work in breakout rooms. Thank you!

Zoom Video/Audio Tips:

We encourage you to find a space where you can be uninterrupted for the duration of your session. Ideal lighting is frontal daylight from a window or a light source(s) that illuminates your face without too many shadows. If possible, use a headset with a microphone; simple earbuds are fine. The computer microphone tends to pick up more ambient sounds, but in a quiet environment it works, too. Please let your instructor know if you foresee any technical or access issues or if you need special accommodations of any kind.

Bandwidth Issues:

If you are receiving lectures or perform collaborative project/group work in Zoom, and you foresee or encounter network/bandwidth issues, please contact your instructor. Please also review the information provided here: <https://keeplearning.unc.edu/remote-learning-faqs/>

Participating in Asynchronous Discussions for Team Assignments:

Some of the discussions and exchanges that usually happen in the classroom have moved to asynchronous forums or discussion boards. Here are some tips for successful participation:

- Review the syllabus and any other instructions to know which materials and readings you need to reference and/or complete before participating.
- If possible, start your participation early so that you have time to make additional observations and read your fellow students' posts. Even if you are still considering ideas or adding to your thoughts, an early check-in will help you to have a meaningful exchange and be able to get all your questions answered. Some ideas to start posting early:
 - Follow-up questions you have from lectures, readings, or materials.
 - Initial thoughts about the topic of conversation.
 - Personal experiences or observations related to the topic.
 - Your initial reaction/feelings/emotions related to the question/topic.
 - Any questions about instructions or scope of the discussion and your participation.
- If you are asked to comment or critique fellow students, be specific and constructive in your responses. Ask for clarification if needed and provide reasons and thoughtful suggestions.
- Make sure to read any rubrics or expectations provided for your responses.
- Types of questions to ask of fellow students:
 - **Clarifying questions:** "In your reply, you say x follows y. Can you say more about how one follows the other?"
 - **Challenging questions (constructive):** "Isn't it possible that that passage/quote/dataset can be also interpreted in ABC way, which would imply XYZ about the larger argument?"
 - **Suggestions phrased as questions:** "Do you happen to know the work of this scholar/researcher? They look at XYZ in a way that resonates with your approach. You may find it of interest."
 - **Process questions:** "Can you say a little bit about how you chose this particular example/case study/methodology?"
- If you agree with a statement, provide a reason for your agreement, and/or additional arguments or a personal view (instead of just "I agree").

(Reference: Chronicle of Higher Ed, "The Professor Is In")

Time Management:

For the spring semester, many of your classes will have Zoom portions for class sessions, group work, or other activities or lectures. Scheduling around any residential classroom time for multiple courses might become more challenging. Take time at the beginning of the semester to map out when you will need to be online for class or group work, so you can plan. Let your instructors know if you foresee conflicts or have overlapping sessions, so that alternatives can be worked out early. Remember that there are guidelines in place for common spaces, and seating capacity will be reduced, so that you might not be able to study or participate in online sessions/meetings from common areas or study spaces on campus. Coordinate with your dorm mates or roommates as needed if you have concurrent sessions. It is fine to participate from outdoor spaces – in this case, headphones are recommended.

REMINDER - On-Campus Classroom Procedures:

Extra time is allotted between classroom sessions, so that rooms can be cleaned for the next group of students. Occupancy is significantly limited to allow and preserve the minimum required distance. As you arrive for your class, please be mindful of activities taking place inside the room and wait until all cleaning is completed before entering and taking your seat. Available seating will be clearly marked. Please do not sit close together with others and follow all directions provided, also for entering and leaving spaces and buildings, disinfecting, and cleaning up as you leave. Please remember to wear your mask and ask your instructor for accommodations you might need ahead of class. Follow directions on how to request office hours, which might differ between faculty.

Flexibility: “Things Could Change”:

UNC faculty and staff are committed to provide an engaging, collaborative, and safe learning environment, independent of the mode of teaching. Due to the uncertainty of the current health environment, guidelines and modes of instruction might change during the semester. Please understand that any changes during the ongoing term are made with your safety and health in mind, as well as the safety of UNC faculty and staff. Especially this semester, it is important to actively read and observe any communication that is sent from UNC or your instructor, so you can adjust as needed and not miss any class time. Please also inform your instructor(s) and department if anything changes on your end and you need to switch from on-campus to remote learning or vice-versa.

Communicating with your Instructor

During this semester, communication might also happen in more/different modalities than usual. Make sure to stay in touch with your instructor throughout the semester and provide updates on any changes or requirements from your end. Instructors must take extra steps to prepare classroom setups for group work, assign breakout groups in Zoom, and prepare materials for students attending in different modalities. Please make sure to:

- Let your instructor know at the beginning of the semester if you are expecting to attend classroom sessions in person or remotely.
- Inform your instructor right away if you are changing the way you attend class (from Zoom only to residential or vice versa, or any other changes). Please inform your instructor BEFORE making a change if possible, so that [he/she] can prepare and make any adjustments as needed.
- If you must miss a class, follow the established protocol to report your absence.
- If you are encountering technology issues, or have difficulties participating in the “mask-to-mask” classroom, consult with your instructor about options and accommodations.
- Make sure you are aware how to schedule office hours, which might be online or in a different format than they usually are, and they might differ between faculty.
- Please ask questions to clarify any concerns or scheduling issues.

Course-at-a-Glance

The instructor reserves the right to make changes to the syllabus, including project due dates and test dates. These changes will be announced as early as possible.

Date/Session/Week	Topic and Competency	Assignment Due
Week 1: Tue Jan 19	Welcome, introduction and overview	Schedule your time to read <u>The Five Dysfunctions of a Team</u> JE 1.0 due Jan 24
Week 2: Tue Jan 26	Leadership Styles and Emotional Intelligence	Leadership JE due Jan 25
Week 3: Tue Feb 2	Drug Development as a Model for System Design and Teamwork	JE 1.1-1.3 due Feb 7
Week 4: Tue Feb 9	Students' Introduction of Current Project & Flowchart Impact of Organizational and Team Culture on Research Projects	JE 2.1-2.3 due Feb 21 Lencioni JE due Feb 21
Week 5: Tue Feb 16	NO CLASSES FEB 15 – 16 (Mon Tue)	Complete Lencioni before Feb 23 class
Week 6: Tue Feb 23	Teamwork and <u>The Five Dysfunctions of a Team</u>	Midterm becomes available Mar 1
Week 7: Tue Mar 2	Leadership and Vision	JE 3.1-3.4 due Mar 7 Team Vision due Mar 7
Week 8: Tue Mar 9	Organizational Structure and Your Team Efforts	JE 4.1-4.3 due Mar 15 Midterm due Mar 18
REMINDER NO CLASSES MAR 11 – 12 (Thu Fri)		
Week 9: Tue Mar 16	Key Project Management Principles to Apply to Research	JE 5 due Mar 21
Week 10: Tue Mar 23	Communication and Conflict Resolution	JE 6.1-6.3 due Mar 28 Team Assignment is available Mar 29
Week 11: Tue Mar 30	Team Efforts and Diversity Time to Work on Team Assignment	JE 7.1-7.2 due Apr 4
Week 12: Tue Apr 6	Motivation and Empowerment Time to Work on Team Assignment	Team Assignment due Apr 11 Peer Evaluation due Apr 12
Week 13: Tue Apr 13	Team Assignment Debrief CQI Concepts in a Research Process	Final Assignment available Apr 18
Week 14: Tue Apr 20	Ethics (beyond HIPPA Compliance)	

Date/Session/Week	Topic and Competency	Assignment Due
Week 15: Tue Apr 27	Special Topics - TBD	Final Assignment due May 2
Week 16: Tue May 4	Final Individual Presentations	
Final Exam Period (per UNC Registrar): Fri, May 14, 2021 at 4:00 pm NOTE: Class held only if an additional day for Final Individual Presentations is needed.		

Competencies

You will develop the following public health competencies in this course. See the Appendix for additional details.

Competencies (Reinforcing MPH Foundational & Leadership in Practice)
<p>Leadership</p> <ul style="list-style-type: none"> • MPH16. Apply principles of leadership, governance and management, which include creating a vision, empowering others, fostering collaboration, and guiding decision making. • MPH17. Apply negotiation and mediation skills to address organizational or community challenges. <p>Planning & Management to Promote Health</p> <ul style="list-style-type: none"> • MPH09. Design a population-based policy, program, project or intervention.
<p>Communication</p> <ul style="list-style-type: none"> • MPH18. Select communication strategies for different audiences and sectors. • MPH19. Communicate audience-appropriate public health content, both in writing and through oral presentation. • MPH20. Describe the importance of cultural competence in communicating public health content.
<p>Interprofessional Practice</p> <ul style="list-style-type: none"> • MPH21. Perform effectively on interprofessional teams. <p>Systems Thinking</p> <ul style="list-style-type: none"> • MPH22. Apply systems thinking tools to a public health issue
<p>Leadership in Practice</p> <ul style="list-style-type: none"> • LIP01. Prioritize public health values and ethics in a philosophy of leadership relevant to adaptive public health challenges. • LIP05. Integrate research and practice-based evidence to continuously improve the quality of public health practice. • LIP06. Develop structures of accountability to promote good governance and stewardship of resources to improve population health.
<p>Learning Objectives</p> <ul style="list-style-type: none"> • Discuss and understand leadership and management aspects of multidisciplinary teams • Apply the principles of communication, decision making, team building, and team motivation which lead to successful team-based efforts

Competencies (Reinforcing MPH Foundational & Leadership in Practice)
<ul style="list-style-type: none"> Evaluate the current level of leadership in their research efforts (current or planned) Prepare an action plan to enhance and/or develop individual team leadership approaches
Assessment Assignment for evidence of student attainment of competency
<ul style="list-style-type: none"> Class Participation (MPH16, MPH20, LIP01) Individual Journal Entry Assignments (MPH16, MPH17, MPH09, MPH20, LIP01, LIP05, LIP06) Initial Student Presentation (MPH09, MPH19, LIP01) Midterm (MPH09, MPH22, LIP01, LIP05, LIP06) Team Assignment (MPH 17, MPH18, MPH21, MPH22, LIP01, LIP05, LIP06) Peer Evaluation (MPH21, MPH22, LIP06) Final Individual Assignment and Presentation (MPH16, MPH09, MPH19, MPH21, MPH22, LIP01, LIP05, LIP06)

Course Assignments and Assessments

This course will include the following graded assignments that contribute to your final grade in the course. For assignment descriptions and assignment grading rubrics, please see below.

Graded Assignments	Type	Points/Percentages of Final Course Grade
Class Participation	Individual	20%
Journal Entry Assignments	Individual	20%
Midterm Assignment	Individual	20%
Team Assignment and Peer Evaluations	Class/Team	15%
Final Project	Individual	20%
Final Project Presentation	Individual	5%

Syllabus Appendix

SPRING 2021 Course Grading Scale(s)

Final course grades will be determined using the following [UNC Graduate School grading scale](#). The relative weight of each course component is shown in the table above.

	Description	Numeric Value
H	High Pass: Clear excellence	95-100
P	Pass: Entirely satisfactory graduate work	70-94
L	Low Pass: Inadequate graduate work	70-79
F	Fail	0-69

Instructor Expectations:

Sakai Discussion/Forums

The instructor will be an active reader and will occasionally post throughout the semester. The group discussion boards will be moderated by the group members unless an issue is brought to the instructor's attention by a fellow group member.

Email

The instructor will typically respond to email within 24 hours or less if sent Monday through Friday. The instructor may respond to weekend emails, but it is not required of them. If you receive an out of office reply when emailing, it may take longer to receive a reply. The instructor will provide advance notice, if possible, when they will be out of the office.

Feedback

All graded assignments will receive written feedback that coincides with the assessment rubric. Feedback is meant to be constructive and help the student continue to build upon their skills. The types of feedback you may receive are descriptive feedback, evaluative feedback, and motivational feedback. Feedback is a tool that you as a learner can use to understand the areas that you are succeeding in and what you can do to improve in other areas.

Grading

Assignments, projects and discussion board postings will be graded no more than one week after the due date. Assignments that build on the next assignment will be graded within one week of the final due date. Early submissions will not be graded before the final due date.

Honor Code

Instructors and students are required to report suspected violations of the Honor Code, including inappropriate collaborative work or problematic use of secondary materials, to the Honor Court. Honor Court sanctions can include receiving a zero for the assignment, failing the course and/or suspension from the university. See the Appendix for additional information.

Inclusive Excellence

In this class, we practice the Gillings School's commitment to inclusion, diversity, and equity in the following ways:

- Develop classroom participation approaches that acknowledge the diversity of ways of contributing in the classroom and foster participation and engagement of *all* students.
- Structure assessment approaches that acknowledge different methods for acquiring knowledge and demonstrating proficiency.
- Encourage and solicit feedback from students to continually improve inclusive practices.

Syllabus Changes

The instructor reserves the right to make changes to the syllabus, including project due dates and test dates. These changes will be announced as early as possible.

Telephone Messages

The instructor will respond to telephone messages within 24 hours Monday through Thursday. Calls left on a Friday will be returned that day if possible; if not, they will be returned on Monday.

Student Expectations:

Appropriate Use of Course Resources

The materials used in this class, including, but not limited to, syllabus, exams, quizzes, and assignments are copyright protected works. Any unauthorized copying of the class materials is a violation of federal law and may result in disciplinary actions being taken against the student. Additionally, the sharing of class materials without the specific, express approval of the instructor may be a violation of the University's Student Honor Code and an act of academic dishonesty, which could result in further disciplinary action. This includes, among other things, uploading class materials to websites for the purpose of sharing those materials with other current or future students.

Assignments

Submit all assignments through Sakai or assignment links located in the weekly modules, syllabus link, or assignments link (if made available by your instructor). Emailing assignments is not acceptable unless prior arrangements have been made. If you are having issues submitting assignments, try a different web browser first. If switching browsers does not work, email or call the instructor for guidance.

Attendance/ Participation

Your attendance and active participation are an integral part of your learning experience in this course. If you are unavoidably absent, please notify the course instructor (and Teaching Assistant if one is assigned).

Communication

You are expected to follow common courtesy in all communication to include email, discussion boards, and face-to-face. All electronic communications sent should follow proper English grammar rules to include complete sentences. This is a professional course, and you are expected to communicate as a professional.

Contributions

You are expected to offer individual contributions in class and on individual assignments, and collaborate with fellow students on assignments for which students may work together, such as group assignments.

Discussion Board

You are expected to participate in the course Team Discussion Board. Peer replies should be thoughtful, reflective, and respectful while prompting further discussion using content knowledge, critical thinking skills, questioning, and relevant information of the topic.

View the 15 Rules of Netiquette for the online discussion board at <http://blogs.onlineeducation.touro.edu/15-rules-netiquette-online-discussion-boards/>

Email

All email correspondence between student/instructor and peer/peer will be conducted in a professional manner following email etiquette.

View the following link for more information on email etiquette: <http://metropolitanorganizing.com/etiquette-professional-organizing-services/essential-email-etiquette-tips/>

Honor Code

To ensure effective functioning of the [Honor System](#) at UNC, students are expected to:

- Conduct all academic work within the letter and spirit of the Honor Code, which prohibits the giving or receiving of unauthorized aid in all academic processes.
- Learn the recognized techniques of proper attribution of sources used in written work; and to identify allowable resource materials or aids to be used during completion of any graded work.
- **Sign a pledge on all graded academic work certifying that no unauthorized assistance has been received or given in the completion of the work.**
- Report any instance in which reasonable grounds exist to believe that a fellow student has violated the Honor Code.

Links are provided at the end of this document.

Late Work

If a student encounters any challenges, they are to contact the course instructor for individual assignments. If the challenges related to the team assignments, the student should contact the course instructor and their team so that a reasonable work plan can be determined.

Late, missed, or rescheduled work: Exam date and assignment due dates will not be changed because of exams or assignments in other courses or because of conflicting vacation travel plans. Late submissions will receive a 1-point reduction for every day that they are late. After seven days, late submissions will receive no points, given that the student did not contact the course instructor to develop an alternate work plan. Corrected submissions will not be accepted unless stated otherwise.

You must inform the instructor on the first week of class if you cannot attend an exam or presentation due to extenuating circumstances, such as medical procedures or professional

travel. Attendance on the day of the presentation and exams is otherwise required to receive points for those activities.

Readings

Readings and online lectures for a particular class should be completed before the class session and before completing associated activities

Technical support

The UNC Information Technology Services (ITS) department provides technical support 24-hours per day, seven days per week. If you need computer help, please contact the ITS Help Desk by phone at +1-919-962-HELP (919-962-4357), or by email at help@unc.edu, or by visiting their website at <http://help.unc.edu>, or by UNC Live Chat at <http://its.unc.edu/itrc/chat>.

Additional Resources and Policies

The Gillings School of Global Public Health Diversity Statement

We are committed to ensuring that the School is a diverse, inclusive, civil and welcoming community. Diversity and inclusion are central to our mission — to improve public health, promote individual well-being and eliminate health inequities across North Carolina and around the world. Diversity and inclusion are assets that contribute to our strength, excellence and individual and institutional success. We welcome, value and learn from individual differences and perspectives. These include but are not limited to: cultural and racial/ethnic background; country of origin; gender; age; socioeconomic status; physical and learning abilities; physical appearance; religion; political perspective; sexual identity and veteran status. Diversity, inclusiveness and civility are core values we hold, as well as characteristics of the School that we intend to strengthen.

We are committed to expanding diversity and inclusiveness across the School — among faculty, staff, students, on advisory groups, and in our curricula, leadership, policies and practices. We measure diversity and inclusion not only in numbers, but also by the extent to which students, alumni, faculty and staff members perceive the School's environment as welcoming, valuing all individuals and supporting their development.

For more information about how we are practicing inclusive excellence at the Gillings School, visit our [*Diversity and Inclusion*](#) webpages:

- Diversity and Inclusion:
<https://sph.unc.edu/resource-pages/diversity/>
- Gillings Equal Opportunity Statement:
<https://sph.unc.edu/resource-pages/gillings-equal-opportunity-statement/>
- Diversity and Inclusion Planning:
<https://sph.unc.edu/resource-pages/diversity-inclusion-task-force/>
- Our Journey to Inclusive Excellence:
<https://sph.unc.edu/diversity/our-journey-to-inclusive-excellence/>

- Diversity Outreach, Recruitment, and Programs:
<https://sph.unc.edu/students/diversity-outreach-recruitment-and-programs/>
- A Message from the Dean on Inclusive Excellence:
<https://sph.unc.edu/resource-pages/diversity-welcome/>
- A Legacy of Diversity and Inclusion:
<https://sph.unc.edu/resource-pages/diversity-timeline/>
- Minority Health Project:
<https://sph.unc.edu/mhp/minority-health-project-home/>
- Minority Student Caucus:
<https://sph.unc.edu/students/minority-student-caucus/>
- Minority Health Conference:
<http://minorityhealth.web.unc.edu/>
- National Health Equity Research Webcast:
<https://sph.unc.edu/mhp/nat-health-equity-research-webcast/>

Campus Policies and Resources

Title IX resources

Any student who is impacted by discrimination, harassment, interpersonal (relationship) violence, sexual violence, sexual exploitation, or stalking is encouraged to seek resources on campus or in the community. Please contact the Director of Title IX Compliance (Adrienne Allison – Adrienne.allison@unc.edu), Report and Response Coordinators in the Equal Opportunity and Compliance Office (reportandresponse@unc.edu), Counseling and Psychological Services (confidential), or the Gender Violence Services Coordinators (gvsc@unc.edu; confidential) to discuss your specific needs. Additional resources are available at <https://safe.unc.edu/>.

UNC Non-Discrimination Policies:

<https://eoc.unc.edu/our-policies/policy-statement-on-non-discrimination/>

Prohibited Discrimination, Harassment, and Related Misconduct at UNC:

<https://deanofstudents.unc.edu/incident-reporting/prohibited-harassmentsexual-misconduct>

Accessibility Resources (ARS)

The University of North Carolina at Chapel Hill facilitates the implementation of reasonable accommodations, including resources and services, for students with disabilities, chronic medical conditions, a temporary disability or pregnancy complications resulting in barriers to fully accessing University courses, programs and activities.

Accommodations are determined through the Office of Accessibility Resources and Service (ARS) for individuals with documented qualifying disabilities in accordance with applicable state and federal laws.

See the ARS Website for contact information: <https://ars.unc.edu> or email ars@unc.edu.
(source: <https://ars.unc.edu/faculty-staff/syllabus-statement>)

Counseling and Psychological Services (CAPS)

CAPS is strongly committed to addressing the mental health needs of a diverse student body through timely access to consultation and connection to clinically appropriate services, whether for short or long-term needs. Go to their website: <https://caps.unc.edu/> or visit their facilities on the third floor of the Campus Health Services building for a walk-in evaluation to learn more. (source: *Student Safety and Wellness Proposal for EPC, Sep 2018*)

UNC Honor Code

As a student at UNC-Chapel Hill, you are bound by the university's [Honor Code](#), through which UNC maintains standards of academic excellence and community values. It is your responsibility to learn about and abide by the code. All written assignments or presentations (including team projects) should be completed in a manner that demonstrates academic integrity and excellence. Work should be completed in your own words, but your ideas should be supported with well-cited evidence and theory. If you have any questions about [your rights and responsibilities](#), please consult the Office of Student Conduct (<https://studentconduct.unc.edu/>) or consult the following resources:

- Honor Code
<https://studentconduct.unc.edu/sites/studentconduct.unc.edu/files/documents/Instrument.pdf>
- Honor System
<https://studentconduct.unc.edu/honor-system>
- Student Rights and Responsibilities
<https://studentconduct.unc.edu/students/rights-responsibilities>
- Honor system module
<https://studentconduct.unc.edu/students/honor-system-module>
- UNC Library's plagiarism tutorial
<https://guides.lib.unc.edu/plagiarism>
- UNC Writing Center's handout on plagiarism
<https://writingcenter.unc.edu/tips-and-tools/plagiarism/>