UNC | **GILLINGS SCHOOL OF GLOBAL PUBLIC HEALTH**

Syllabus
PUBH 784: Project Management Strategy & Application
Spring 2021
3 Credits | Residential Synchronous Remote via Zoom

Course Description

This course presents classic project management concepts and methods, applicable to research, public health, healthcare, information science and other team projects, with an aim to develop a toolbox of strategies to effectively manage projects using globally accepted theoretical frameworks; practice is gained via assignments, cases, lectures, and course project.

Prerequisites: None

Instructor

Lori A. Evarts, MPH PMP CPH MBTI®
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: **PUBH784.001.SP21**

Class Days, Times, Location: Tue and Thu, 9:30 – 10:45 am
Zoom Link:
https://uncsph.zoom.us/j/95565983046?pwd=R3IwWkNpTGpRNDFOODFTNWU0S3U5Zz09

> Meeting ID: 955 6598 3046
> Passcode: 001040
>
> One tap mobile
> +13017158592,,95565983046# US (Washington D.C)
> +13126266799,,95565983046# 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: 955 6598 3046
Find your local number: https://uncsph.zoom.us/u/adjZng2ZNG

Join by SIP
95565983046@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: 955 6598 3046
Passcode: 001040

Course Format:
This course consists of required class meetings (Tue/Thu 9:30 – 10:45 AM) via Zoom.
Additional contact hours are provided via required narrated online lectures posted on the class Sakai site. Non-contact hours are accomplished through assigned readings, team discussions and both individual and team assignments.

Students are assigned to a project team for the duration of the course. Teams will be formulated as best as possible to reflect the diversity of the class (e.g., degree program).
The course is composed of weekly modules. The content of each module is presented through assigned readings, classroom instruction, online and guest lectures, class discussions and completion of course assignments. Required reading and written assignments reinforce and expand the in-class lectures and discussions. Written assignments and project work products – individual and team assignments – are submitted for grading.

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 784**" 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:
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.

- o 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:
  - o **Clarifying questions:** "In your reply, you say x follows y. Can you say more about how one follows the other?"
  - o **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?"
  - o **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."
  - o **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.

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 to 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/Unit	Topic and Competency	Assignment Due
Week 1: 1. Tue Jan 19	Welcome, expectations, team building	
2. Thu Jan 21	Team dynamics	Fri Jan 22 Indiv A

Date/Session/Week/Unit	Topic and Competency	Assignment Due
Week 2: 3. Tue Jan 26	Environment	
4. Thu Jan 28	Project management basics	Fri Jan 29 Team 1
Week 3: 5. Tue Feb 2	Project management basics	
6. Thu Feb 4	Fundamentals	Fri Feb 5 Indiv B
Week 4: 7. Tue Feb 9	Developing the plan	
8. Thu Feb 11	MS Project workshop	Fri Feb 12 Team 2
Week 5:	NO CLASSES FEB 15 – 16 (Mon Tue)	
9 Thu Feb 18	More MS Project and scheduling	Fri Feb 19 Team 3
Week 6: 10. Tue Feb 23	Decisions and risk	
11. Thu Feb 25	Project network diagram	Mon Mar 1 Team 4
Week 7: 12. Tue Mar 2	Project as a system	
13. Thu Mar 4	Cross-pollination and lessons	Fri Mar 5 Team 5 Mon Mar 8 Indiv C
Week 8: 14. Tue Mar 9	Team assessments	
	NO CLASSES MAR 11 – 12 (Thu Fri)	
Week 9: 15. Tue Mar 16	Team Presentations	
16. Thu Mar 18	Monitoring and control	Fri Mar 19 Team 6
Week 10: 17. Tue Mar 23	Project Finance	
18. Thu Mar 25	Collaboration cases	Fri Mar 26 Team 7
Week 11: 19. Tue Mar 30	Project budget exercise	
20. Thu Apr 1	Collaboration cases – Evaluation planning	Thu Apr 1 Team 8
Week 12: 21. Tue Apr 6	Effective teams	Wed Apr 7 Team 9

Date/Session/Week/Unit	Topic and Competency	Assignment Due
22. Thu Apr 8	Team demonstrations	Fri Apr 9 Indiv D.1
Week 13: 23. Tue Apr 13	Debrief / More project finance	Tue Apr 13 Indiv D.2
24. Thu Apr 15	Team & PM strategies	Fri Apr 16 Indiv F
NOTE: Fri Apr 16: Virtual UNC Science Expo Event with Schools – details forthcoming		Sun Apr 18 Indiv E
Week 14: 25. Tue Apr 20	PM strategies & Case analyses	
26. Thu Apr 22	Project reconciliation	Fri Apr 23 Team 10
Week 15: 27. Tue Apr 27	Project closeout	
28. Thu Apr 29	Special topics / Collaboration cases	Fri Apr 30 Indiv Final
Week 16: 29. Tue May 4	Key PM principles Class celebration	Wed May 5 Team 11
Final Exam Period (per UNC Registrar): Tue, May 11, 2021 at 8:00 – 11:00 am		

Competencies

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

Reinforcing Competencies
Leadership • 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. Planning & Management to Promote Health • MPH09. Design a population-based policy, program, project or intervention. Communication • 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.

Reinforcing Competencies

Interprofessional Practice
- MPH21. Perform effectively on interprofessional teams.

Systems Thinking
- MPH22. Apply systems thinking tools to a public health issue.

Leadership in Practice
- 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.

Course Assignments and Assessments

This course will include graded assignments, including exams. For assignment descriptions and assignment grading rubrics, please see Course Sakai site.

Graded Assignments	Weight
Individual Assignments	30%

Participation
    Class attendance
    Class participation
    Peer evaluation
	30%

Team Assignments	40%
TOTAL	100%

Syllabus Appendix

Map of Competencies to Learning Objectives and Assessment Assignments

Below you will see the competencies you will develop in this course, the learning objectives for these competencies (or class sessions when the learning objectives are taught), and assignments in which you will practice demonstrating these competencies.

Reinforcing Competency	Learning Objectives	Assessment Assignment
MPH16. Apply principles of leadership, governance and management, which include creating a vision, empowering. others, fostering collaboration, and guiding decision making.	Define the role of the project manager in various settings	Team Assignments 1, 2, 3 Individual Assignments C, D, E UNC Science Expo
MPH16. Apply principles of leadership, governance and management, which include	Assess and address project stakeholders and their requirements	Team Assignments 5, 9 Feb Team Presentation Mar Team Presentation

Reinforcing Competency	Learning Objectives	Assessment Assignment
creating a vision, empowering. others, fostering collaboration, and guiding decision making. MPH17. Apply negotiation and mediation skills to address organizational or community challenges. MPH18. Select communication strategies for different audiences and sectors.		Individual Assignments C, D, E UNC Science Expo
MPH09. Design a population-based policy, program, project or intervention. MPH22. Apply systems thinking tools to a public health issue.	Formulate a project plan including project communication and project risks	Individual Assignment B Team Assignments 2, 3, 4, 5, 6, 8, 9,10
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.	Manage the implementation of a project plan	Team Presentation Team Demonstration Team Assignment 7 UNC Science Expo
MPH21. Perform effectively on interprofessional teams. 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.	Employ project monitoring and controlling techniques; Enumerate close-out steps	UNC Science Expo Team Assignment 11
MPH22. Apply systems thinking tools to a public health issue. LIP06. Develop structures of accountability to promote good governance and stewardship of resources to improve population health.	Evaluate project management strategies to select an optimal approach	Final Individual Assignment UNC Science Expo Individual Assignment E

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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 to 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-responsibilites

- 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/