

**University of Wisconsin-Madison  
Population Health Sciences 718  
" Principles of Global Health Care Systems "  
Fall Semester, 2018**

**2 credits**

**Course Designation and Attributes**

Graduate/Professional and Capstone Certificates in Global Health

**Instructional Mode**

This course is comprised of in-person classroom lectures and discussions; weekly readings; individual writing assignments; attendance at global health-related seminars or a book reading and participation an online book discussion; and, a group project and presentation.

**How Credit Hours Are Met by the Course**

This course utilizes the UW-Madison 45-hours per credit rule. For this 2- credit course, the approximate time commitments are as follows:

- Class lectures and in-class discussion - 7 x 2.5 hours/week = 17.5 hours
- Readings and online discussion - 7 x 5 hours/week = 35.0 hours
- Global health engagement activities = 8.0 hours
  - Attendance/viewing global health-related seminars and preparation of written summaries – 4 x 2 hours/seminar - **OR** -
  - Reading Book Club book and discussion participation (4 posts)
- Preparation of Sustainable Development Goals paper = 20.0 hours
- Preparation of group presentation = 20.0 hours

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Total: = 100.5 hours

**Course Description and Requisites**

This course examines:

- Over-arching issues in global health
- Health care needs and modes of health service delivery in developing countries
- Models of health care systems in different countries across the globe.

**Requisites:** This course is open by instructor permission to graduate students, professional students, and special students who are candidates for the Certificate in Global Health.

## Course Learning Objectives

After completion of this course, students should be able to:

- Describe differences in systems of providing health services among countries at different levels of development and with varying socio-political systems.
- Critically analyze selected global health issues, such as: health and human rights, One Health, indigenous medicine and emergency medicine in global health.
- Understand the role of major health organizations and interprofessional collaboration.
- Examine and clarify values and ethics in global health issues.

## Course Organization, Assignments, and Grading

**General format:** This course is comprised of in-person classroom lectures and discussions; weekly readings; reading and online discussion (Book Club) or attendance at global health-related seminars individual writing assignments; and, a group project and presentation.

**Graded assignments:** Student grades will be based on the following:

- Class attendance and participation, up to 35 pts – (5 points possible per class session attended x 7 classes)
  - The success of the course will depend upon our shared responsibility to develop an active and respectful intellectual exchange. While attendance is required, it is only the first step toward meaningful participation. You are expected to come to class fully prepared to engage in collegial discussion. You are also expected to provide attention and respect to peer comments and lecture presentations.
  - Class participation points will be assigned based on the following “*Evaluating Participation Guidelines*.”
  - One excused absence is permitted for the duration of the course with an option to make-up those participation points. See Attendance Policy.
  - Students with unexcused absence will not will not have the opportunity to earn participation points for the class session. See grade calculation examples.

### Evaluating Participation Guidelines\*

- **Outstanding Contributor:** Contributions in class reflect exceptional preparation. Ideas offered are always substantive, provide one or more major insights, as well as direction for the class. Challenges are well substantiated and persuasively presented. If this person were not a member of the class, the quality of discussion would be diminished markedly. He or she is willing to take the lead in discussion periodically, posing interesting questions or taking risks by answering tough questions. Outstanding contributors will receive full credit: 100% of possible points.
- **Good Contributor:** Contributions in class reflect thorough preparation. Ideas offered are usually substantive, provide good insights and sometimes

direction for the class. Challenges are well substantiated and often persuasive. If this person were not a member of the class, the quality of discussion would be diminished. He or she may have been late to class a few times. Good contributors will receive 90% of possible points.

- **Adequate Contributor:** Contributions in class reflect satisfactory preparation. Ideas offered are sometimes substantive, provide generally useful insights but seldom offer a new direction for the discussion. Challenges are sometimes presented, fairly well substantiated, and are sometimes persuasive. If this person were not a member of the class, the quality of discussion would be diminished somewhat. This student participates often, but not consistently. He or she avoids taking the lead in discussion, instead only responding to questions or adding periodically to others' ideas. Adequate contributors will receive 80% of possible points.
- **Non-Participant:** This person says little or nothing in class. Hence, there is not an adequate basis for evaluation. If this person were not a member of the class, the quality of discussion would not be changed. Non-participants will receive 50% of possible points.

*(\* Adapted from Adam Nelson and Walter Stern and the UW-Madison Writing Across the Curriculum website authored by Professor Virginia Sapiro.)*

Grade calculation examples:

1. Good contributor with **no unexcused** absences =  
 $[(7 \text{ courses attend}) \times (5 \text{ points})] \times (.9 \text{ for Good contributor})$   
 = 31.5 participation points
2. Good contributor with **one unexcused** absence  
 $[(6 \text{ courses attend}) \times (5 \text{ points})] \times (.9 \text{ for Good contributor})$   
 = 27 participation points

- Global health engagement activities: students will choose to attend global health-related seminars or read and participate in 'Book Club.'
  - Attendance at global health-related seminars and submission of one-page summaries, 2.5 points each x 4 seminars (up to 10 pts)
  - These summaries will be graded based on the following rubric:

	<b>Grading Criteria</b>
2.5 pts – Fully meets all criteria	<ul style="list-style-type: none"> <li>• All assignment instructions are met/complete</li> <li>• Assignment integrates evidence-based sources including peer-reviewed literature.</li> <li>• Shows thought, rationale, and/or insight throughout assignment</li> </ul>
2 pts-Fully meets majority of criteria	
1.5 pts – Half or fewer criteria fully met; others partially met	

1 pts – All criteria partially met	<ul style="list-style-type: none"> <li>• Summary is well organized and has a logical flow</li> <li>• Proper grammar, punctuation, format are accurate, correct, references properly cited (12 pt. font, page numbers, 1” margins, single-spaced).</li> </ul>
0.5 pts – One or more criteria omitted; others partially met	
0 pts – Criteria not met or paper not submitted	

- Reading Book Club book and discussion participation, 2.5 points each x 4 discussion board posts (up to 10 pts)

	<b>Grading Criteria</b>
2.5 pts – Fully meets all criteria	<ul style="list-style-type: none"> <li>• All assignment instructions are met/complete</li> <li>• Post integrates book content with evidence-based sources or course concepts.</li> <li>• Shows thought, rationale, and/or insight throughout post.</li> <li>• Show respect and acknowledgment to any previous posts.</li> <li>• Post is well organized and has a logical flow</li> <li>• Proper grammar, punctuation, format are accurate, correct, and references properly cited.</li> </ul>
2 pts-Fully meets majority of criteria	
1.5 pts – Half or fewer criteria fully met; others partially met	
1 pts – All criteria partially met	
0.5 pts – One or more criteria omitted; others partially met	
0 pts – Criteria not met or paper not submitted	

- Sustainable Development Goals paper (up to 30 pts)
  - This paper will be graded based on the following rubric:

	<b>Grading Criteria</b>
30 pts – Fully meets all criteria	<ul style="list-style-type: none"> <li>• All assignment instructions are met/complete</li> <li>• Assignment integrates evidence-based sources including peer-reviewed literature.</li> <li>• Shows thought, rationale, and/or insight throughout assignment</li> <li>• Paper is well organized and has a logical flow</li> <li>• Proper grammar, punctuation, format are accurate, correct, references properly cited (12 pt. font, page numbers, 1” margins, single-spaced).</li> </ul>
25 pts-Fully meets majority of criteria	
20 pts – Half or fewer criteria fully met; others partially met	
15 pts – All criteria partially met	
10 pts – One or more criteria omitted; others partially met	

0 pts – Criteria not met or paper not submitted	
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- Group presentation (up to 25 pts)
  - The seminar will be graded based on the following rubric:

	Grading Criteria
25 pts – Fully meets all criteria	<ul style="list-style-type: none"> <li>• All assignment instructions are met/complete</li> <li>• Assignment integrates evidence-based sources.</li> <li>• Shows thought, rationale, and/or insight throughout presentation</li> <li>• Presentation is well organized</li> <li>• Content is clearly and professionally presented</li> <li>• Teamwork from all group members is evident</li> </ul>
20 pts- Fully meets majority of criteria	
15 pts – Half or fewer criteria fully met; others partially met	
10 pts – All criteria partially met	
5 pts – One or more criteria omitted; others partially met	
0 pts – Criteria not met or project not presented	

(Note: Group presentation outlines and power points that are not turned in 48 hours in advance of the presentation will receive a 2 point deduction.)

Total points for the course = 100 points.

**Course grading scale:** (grades are not curved)

- A - 93-100
- AB - 88-92.9
- B - 83-87.9
- BC - 78-82.9
- C - 73-77.9
- D - 65-72.9
- F - 0-64.9

**Laurel Legenza, PharmD, MS**

Course instructor

**Email:** [Legenza@wisc.edu](mailto:Legenza@wisc.edu)

**Kayla Behnke**

Student Course Assistant

**Email:** [behnke3@wisc.edu](mailto:behnke3@wisc.edu)

**Additional course lecturers:**

- Karen Solheim, MS PhD; Clinical Professor, Undergraduate and Global Health Program Director, School of Nursing, UW-Madison (<https://nursing.wisc.edu/staff/solheim-karen/>)
- Reena Chandra Rajpal, MPH; Interim Executive Director and President of the Board of Directors, Combat Blindness International (<https://www.combatblindness.org/>); Director of Development, School of Nursing, UW-Madison (<https://nursing.wisc.edu/staff/chandra-rajpall-reena/>)
- Kurt Sladky, MS, DVM; Clinical Associate Professor, Zoological Medicine, Special Species Health, Department of Surgical Sciences, School of Veterinary Medicine, UW-Madison (<https://www.vetmed.wisc.edu/people/sladkyk/>)
- Janis Tupesis, MD; Emergency Medicine, UW Hospital and Liaison to the Global Health Institute for Graduate Medical Education, UW-Madison (<http://www.emed.wisc.edu/content/janis-p-tupesis-md>)
- David Kiefer, MD; Clinical Assistant Professor, Department of Family Medicine, School of Medicine and Public Health, UW-Madison (<https://www.uwhealth.org/findadoctor/profile/david-s-kiefer-md/10386>)
- Jeanette Roberts, PhD, MPH; Dean and Professor Emerita, School of Pharmacy and Department of Population Health Sciences, School of Medicine and Public Health, UW-Madison (<https://pophealth.wisc.edu/jeanette-roberts>)
- Martha Maurer, MSSW, MPH, PhD; Health Policy Research Scientist, Sonderegger Research Center, School of Pharmacy, UW-Madison ([https://apps.pharmacy.wisc.edu/sopdir/martha\\_maurer/index.php](https://apps.pharmacy.wisc.edu/sopdir/martha_maurer/index.php))

**Meeting times and location**

The course will meet in Room 1220 in the Health Sciences Learning Center (HSLC) on Wednesday evenings (5:00-7:30pm) on the following dates:

- September 5, 12, 19, 26
- October 3, 10, 17

**Required Textbook, Software, and Other Course Materials****Canvas URL**

<https://canvas.wisc.edu/courses/118711>

Readings and other learning materials are provided on the Canvas course webpage and/or via email. There is no required course textbook.

Books on the 'Book Club' list are listed as 'suggested books' for the course and details are available on Canvas.

## Course Schedule (tentative)

Week of:		Topics	Assignments (details provided below and on the course Canvas webpage)
Sept. 5	5:00-5:30pm 5:30-6:45pm  6:45-7:30pm	Course introduction (Olsen) Thinking globally (Solheim) Health as a human right (Solheim)  Group project time	Assigned Readings
Sept. 12	5:00-7:30 pm	Healthcare systems and models (Legenza)  Sustainable development goals as a framework for global health (Legenza)	Assigned Readings  <b>Global health engagement activities choice (seminars or Book choice) due Sept. 13<sup>th</sup></b>
Sept. 19	5:00-6:15pm 6:15-7:30pm	Models of emergency medicine services around the world (Tupesis) Global health governance in the 21 <sup>st</sup> century (Legenza)	Assigned Readings
Sept. 26	5:00-6:15pm 6:15-7:30pm	One Health (Sladky) Interprofessional collaboration in global health (Roberts & Legenza)	Assigned Readings
Oct. 3	5:00-5:45pm 5:45-6:30pm 6:30-7:30pm	The opioid dilemma – access to pain management vs. abuse (Maurer) The role of NGOs in global healthcare (Rajpal) Indigenous medicine in global health systems (Kiefer)	Assigned Readings  <b>1<sup>st</sup> and 2<sup>nd</sup> Seminar summaries/Book club discussion posts due</b>  <b>SDG Paper Due October 8<sup>th</sup></b>
Oct. 10	5:00-7:30pm	Student presentations	Assigned Readings  <b>Presentation outline due 48 hours prior to presentation</b>
Oct. 17	5:00-7:30pm	Student presentations	Assigned Readings  <b>Presentation outline due 48 hours prior to presentation</b>

**Required Readings and Online Videos (to be competed in advance of each session)**

**Week 1:**

1. Castillo, Camilo Hernán Manchola, Garrafa, Volnei, Cunha, Thiago, & Hellmann, Fernando. (2017). Access to health care as a human right in international policy: critical reflections and contemporary challenges *Ciência & Saúde Coletiva*, 22(7), 2151-2160. <https://dx.doi.org/10.1590/1413-81232017227.04472017>
2. Frenk J., Gomez-Dantes O., Moon S. (2014). From sovereignty to solidarity: A renewed concept of global health for an era of complex interdependence. *The Lancet*, 383(9911), 94–97.
3. Human Rights Watch. (2017). Neglected and Unprotected .The Impact of the Zika Outbreak on Women and Girls in Northeastern Brazil. Retrieved from: <https://www.hrw.org/report/2017/07/12/neglected-and-unprotected/impact-zika-outbreak-women-and-girls-northeastern-brazil>. Please read pages 1 to 15
4. Office of the United Nations High Commissioner for Human Rights (2018). Fact sheet no. 323: The right to health. Geneva, WHO. Retrieved from: <http://www.who.int/mediacentre/factsheets/fs323/en/>

**Week 2:**

1. Skolnik. Chapter 5. An introduction to Health Systems. (Available on Canvas)
2. The Sustainable Development Goals Report. Available: [https://www.un-ilibrary.org/economic-and-social-development/the-sustainable-development-goals-report-2016\\_3405d09f-en](https://www.un-ilibrary.org/economic-and-social-development/the-sustainable-development-goals-report-2016_3405d09f-en)
3. Bali S. and Taaffe J. The Sustainable Development Goals and the Global Health Security Agenda: exploring synergies for a sustainable and resilient world. *J Public Health Policy*. 2017;38:257-268.
4. Review goals on Sustainable Development Goals website: <https://www.un.org/sustainabledevelopment/sustainable-development-goals/>

**Week 3:**

1. Obermeyer Z, Abujaber S, Makar M, Stoll S, Kayden SR, Wallis LA, Reynolds TA. Emergency care in 59 low- and middle-income countries: a systematic review. *Acute*



Care Development Consortium. Bull World Health Organ. 2015;93(8):577-586G. doi: 10.2471/BLT.14.148338.

2. SIXTIETH WORLD HEALTH ASSEMBLY. WHA60.22. Agenda item 12.14. Health systems: emergency-care systems. May 23, 2007.

*Optional Reading:*

3. Kruk ME, Gage AD, Joseph NT, Danaei G, García-Saisó S, Salomon JA. Mortality due to low-quality health systems in the universal health coverage era: a systematic analysis of amenable deaths in 137 countries. Lancet. 2018. doi: 10.1016/S0140-6736(18)31668-4 [Epub ahead of print]

**Week 4:**

1. Zinsstag J, Schelling E, Waltner-Toews D, Tanner M. From "one medicine" to "one health" and systemic approaches to health and well-being. Prev Vet Med. 2011;101(3-4):148-56. doi: 10.1016/j.prevetmed.2010.07.003. Epub 2010 Sep 15.
2. Osburn B, Scott C, Gibbs P. One world--one medicine--one health: emerging veterinary challenges and opportunities. Rev Sci Tech. 2009;28(2):481-486.
3. Gilbert JH, Jan J, Hoffman SJ. A WHO Report: Framework for Action on Interprofessional Education and Collaborative Practice. J Allied Health 2010; 39(3 pt 2):196-197.
4. Cahn PS. Seven Dirty Words: Hot-Button Language That Undermines Interprofessional Education and Practice. Acad Med. 2017;92(8):1086-1090. doi: 10.1097/ACM.0000000000001469.

**Week 5:**

1. Berterame S, Erthal J, Thomas J, Fellner S, Vosse B, Clare P, et al. Use of and barriers to access to opioid analgesics: a worldwide, regional, and national study. Lancet. 2016;387(10028):1644-56.
2. O'Brien M, Mwangi-Powell F, Adewole IF, Soyannwo O, Amandua J, Ogaja E, et al. Improving access to analgesic drugs for patients with cancer in sub-Saharan Africa. Lancet Oncol. 2013;14(4):e176-82.
3. Review content and videos available from Combat Blindness International: <https://www.combatblindness.org>

4. TBD

**Week 6:**

TBD

**Week 7:**

TBD

## Homework and Other Assignments

### Homework

Students are expected to read assigned papers/watch assigned videos prior to coming to class and to be fully prepared to participate in the class lectures/discussions.

### Assignments

- **Sustainable Development Goals paper (up to 30 pts)**
  - The purpose of this 5 to 7 page (single-spaced) paper is to: 1) Examine a selected SDG and the targets related to that SDG; 2) Understand and describe how the SDG relates to health and well-being; and, 3) Relate the selected SDG to a region of the student's choice.
  - The paper should address the following points:
    - Provide a brief summary of the selected SDG and related targets, paraphrasing rather than re-stating previously published materials.
    - Explain your interest in the country or region of the world being written about.
    - Analyze and explain how the SDG relates to health, with emphasis on people in the selected country/region of the world.
    - Discuss the region/country's strengths vs. vulnerabilities related to the SDG.
    - Identify and describe strategies that could be used to meet or exceed the SDG goal in the selected country/region.
    - Share any personal insights you have gained from study of the selected SDG and country/region.

Papers should be uploaded by October 8<sup>th</sup>.

- **Group presentation (up to 25 pts)**
  - The purpose of this group presentation project is to apply a course concept to a specific country, region, setting or case. Students will be assigned to groups to work together, via Canvas discussion forums and/or in-person. Each group will develop a powerpoint (or other presentation format) to be posted on the course Canvas webpage and presented during class, as well as a short written summary. It is critical that all members of the group play a role in the preparation and oral presentation of the exemplar.
  - Students will:

- Work in groups to plan and present an exemplar of a course concept.
    - Topics may include: Health as a Human Right, Health Care Systems, Global Health Governance, Interprofessional Collaboration, Emergency Medicine, One Health, Indigenous Medicine, Non-governmental Organizations, or International Opioid Access/Use.
    - For example, if students are part of the group associated with the One Health concept, they should illustrate the connection between human, animal and environmental health and how this country, region, setting or case exemplifies the course content.
  - Presentations should:
    - Base content on current evidence-based sources
    - Clearly link the class concept and the example being presented
    - Outline the setting of the country, region, setting, or case
    - Define roles for at least two professions in regard to addressing the issue(s)
    - Discuss strengths and limitations of the exemplar
    - Discuss how the exemplar could be improved or developed from a global and/or local perspective
    - Submit 1-2 related brief readings 1 week prior to presentation.
  - Upload an outline (1-2 pages, single-spaced) of their presentation with citations and references and their presentation slides to Canvas at least 48 hours before their presentation.
  - Provide a 20-25 minute presentation to the class, with an additional 5 minutes for questions/class discussion.
- **Global health engagement activities (up to 10 points)**
    - Choose to attend global health-related seminars **OR** read and participate in 'Book Club' online discussion. Submit choice of activity on Canvas, Seminars or Book Club and book choice, by September 13<sup>th</sup>.
      - **Global health seminar attendance (up to 10 points)**
        - Attend (or watch video captures if available and attendance is not physically possible) four UW-Madison global health-related seminars seminars.
        - Follow-up the seminars by writing a 1-page (single-spaced) summary and reflection related to the session, sharing a brief description, pointing out one connection with course concepts, and sharing at least one insight or application for the future.
        - Include a reference for the session.
        - Please upload these within a week of attendance/watching the seminar. At two least summaries responses must be uploaded

by October 3<sup>rd</sup>. All summaries must be uploaded by October 17 at the latest.

- **Book Club (up to 10 points)**
  - Choose and read one book from the 'Book List,' available on Canvas. Additional book requests may be added to the list with instructor approval by September 13<sup>th</sup>. Email the instructor with additional book requests.
  - Post discussion board responses to four Book Club prompts specific to your book. Answer the discussion question(s), include reference to relevant book pages, recognize any previous posts, make at least one connection to course concepts, and share at least one insight or application for the future.

Book specific discussion boards will open by September 19<sup>th</sup>. At least two responses must be posted by October 3<sup>rd</sup>, and all posts must be made by October 17<sup>th</sup>.

### **Book List**

- *Governing Global Health: Who Runs the World and Why?* (Clinton and Sridhar)
- *Superbugs: An Arms Race against Bacteria* (Hall)
- *Reimagining Global Health: An Introduction* (Farmer, Kleinman, Kim and Basilio)
- *Blind Spot: How Neoliberalism Infiltrated Global Health* (Keshavjee)
- *Hope in Hell: Inside the World of Doctors Without Borders* (Bortolotti)
- *Chasing Chaos: My Decade In and Out of Humanitarian Aid* (Alexander)

## **Technology**

Students will be expected to have access to the internet through this course. Please see the [Learn@UW overview page](#) to ensure your computer has all the recommended software and browsers to be successful in this course. (Note: Although this system check resource was originally created for use with Desire2Learn, which was another learning management system within Learn@UW, it is also reliable for use with Canvas.) Students will be required to upload assignments during this course.

## **Instructor Profile**

Laurel Legenza, PharmD, MS is the Director of Global Health and an Assistant Scientist at the University of Wisconsin-Madison School of Pharmacy. Dr. Legenza leads health-systems strengthening research locally and internationally. Dr. Legenza conducted the first *Clostridium difficile* infection epidemiology study at secondary level hospitals in South Africa and

implemented an intervention to improve the quality of care. In Wisconsin, Dr. Legenza's research focuses on the geographic distribution of antimicrobial resistance and aims to transform the utilization of antimicrobial resistance data in practice.

## **University and Course Policies**

The University of Wisconsin - Madison is dedicated to a safe, supportive and non-discriminatory learning environment.

Expectations for professional, academic, and non-academic misconduct for this course and the graduate/professional and capstone certificates in global health more generally, as well as processes related to resolution of grievances, appeals, and crime reporting, are outlined at: <http://ghi.wisc.edu/conduct-expectations/>, <http://ghi.wisc.edu/education/professional-graduate-and-capstone/resolution-of-grievances-and-appeals-process/>, and <http://ghi.wisc.edu/education/professional-graduate-and-capstone/reporting-misconduct-and-crime/>.

For information regarding the UW-Madison's [Responsible Use of Information Technology Policy](https://it.wisc.edu/about/office-of-the-cio/it-policies/), please see: <https://it.wisc.edu/about/office-of-the-cio/it-policies/>.

### **Attendance Policy**

Students are expected to attend all seven weekly class sessions and sign the attendance sheet. In the event that a student has to be late or miss a class, he or she should let the instructor ([legenza@wisc.edu](mailto:legenza@wisc.edu)) and the student course assistant ([behnke3@wisc.edu](mailto:behnke3@wisc.edu)) know as far in advance as possible. As a rule, you should also email the instructor to check in following an absence for instructions.

Students who miss a class are allowed one excused absence. Students may make-up participation points for their excused absence by submitting a 500-word written review of the assigned reading for that particular class or an additional reading assigned as applicable. The essay is due to the instructor no later than one week after the missed class.

### **Class Meeting Cancellation Notices**

Occasionally, severe weather, illness, or other circumstances may require cancellation of a class meeting. If this happens, students will be informed via an email notice sent to the class email list. It will be the responsibility of each class member to ensure that they check the email that they used for their course registration for such a message.

### **Non-Discrimination Policy**

The UW-Madison is committed to creating a dynamic, diverse and welcoming learning environment for all students and has a non-discrimination policy (<https://uwmadison.app.box.com/s/dd0kz4bt5qiiy0yxo2a4tfj8335dbmyy>) that reflects this philosophy. Disrespectful behaviors or comments addressed towards any group or

individual, regardless of race/ethnicity, sexuality, gender, religion, ability, or any other difference is deemed unacceptable in this class.

### **Disability Reasonable Accommodations**

It is important that every student has an opportunity to succeed in this course. The UW-Madison supports the right of all enrolled students to a full and equal educational opportunity. The Americans with Disabilities Act (ADA), Wisconsin State Statute (36.12), and UW-Madison policy (Faculty Document 1071) require that students with disabilities be reasonably accommodated in instruction and campus life. Faculty and students share responsibility to achieve reasonable accommodations for students with disabilities. Students are expected to inform Dr. Legenza of any need for instructional accommodations by the end of the third week of the semester, or as soon as possible after a disability has been incurred or documented, and should be prepared to provide a copy of their McBurney VISA. Course instructors will work either directly with students or in coordination with the McBurney Center to identify and provide reasonable instructional accommodations. Disability information, including instructional accommodations as a part of a student's education record, is confidential and protected under FERPA. General information not specific to this course regarding educational accommodations is available at [The McBurney Center](#) website

### **FERPA**

FERPA – the Family Educational Rights and Privacy Act of 1974, as amended – is a federal law that governs the privacy of student educational records, access to those records, and disclosure of information from them. For more information, please refer to [Student Privacy Rights \(FERPA\)](#).

### **Copyright Notice**

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*“Academic integrity is a commitment, even in the face of adversity. The purpose of education is learning, not grades; there are short-cuts to grades, but not to learning. If you are tempted to cheat, you should question why you are here.”*

Dean (Retired) Yolanda Garza, UW-Madison Division of Student Life/Judicial Affairs

