

**PHS 729: Preparedness in Public Health****Credits: 2****Canvas Course URL:** <https://canvas.wisc.edu/courses/122784>**Course Designations and Attributes:**

This course is designated as a graduate level course and is geared toward medical students. Through this on-line course, students will gain an understanding of preparedness in public health and the role of physician will specifically be explored.

Meeting Time and Location:

This course is offered asynchronously, completely on-line over the course of two weeks via the Canvas platform on Learn@UW. While there are no required face to face meetings, students should expect to commit to and expend the time detailed in the credit hour section.

Instructional Mode:

This course is delivered completely on-line over the course of two weeks. While there are no required face to face meetings, students should expect to commit to and expend the time noted. The course uses a combination of presentations, case studies, and assignments to guide students in meeting the objectives of the course. The course is divided into nine modules and a final presentation, to be completed each day during the course. The Canvas platform will be used for class communication, Web-based readings and resources, online lectures, submitting assignments, and posting grades. Therefore, students are expected to regularly access Canvas throughout this course.

Specify how Credit Hours are met by the Course:

This course is 2 credits and as such and the time estimated below is required to engage in and complete the requirements of the course. Learning takes place in various learning activities, which include time listening to lectures, reading, writing, studying, preparation for any of the learning activities and/or assignment completion. Summary of Course Credit Hours below:

Note: The course format and amount of content delivered and applied is assembled and organized according to the UW Campus 45 Hour Per Credit Requirement – One credit is the

learning that takes place in at least 45 hours of learning activities, which include time in lectures or class meetings, in person or online, labs, exams, presentations, tutorials, reading, writing, studying, preparation for any of these activities, and any other learning activities. As a 2-credit course, the corresponding hours of time commitment for this course = 90 hours. See breakdown below.

Didactic Hours: total 45 hours

Lecture Hours: 9 *modules with 9* lectures, .5 -1 hours each, 9 hours total

Presentation Hours: 9 Modules with online video content or website content review.
4 hours each module = 36 hours total

Student Application Hours: total 35-45 hours

Estimated range of 3-5 hours each module (including Final Assignment: Presentation/Final Reflection). Application activities throughout the course include: readings, web content review, Knowledge Checks, Padlet Activities, Discussion, Journal Reflections, Case Studies, CDC/FEMA ICS training, and the Final Presentation/Final Journal Reflection (including prep). Total = 35-45 hours total

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Instructor Availability:

Office Hours: Tuesdays, 12:30 – 3:00 PM, Wednesdays 1:00 – 4:00 PM

Or by appointment

Instructor Email/Preferred Contact:

Email is preferred method of contact.

Teaching Assistant: N/A

Note: Special recognition and thank you to Dr. Charles Brokopp, retired immediate past Director of the Wisconsin State Lab of Hygiene and retired University of Wisconsin, Department of Population Health Sciences Public Health Faculty. The content of this course is based on his summer elective course of the same name and his incredible experience and expertise.

COURSE DESCRIPTION

This course will provide an overview various types of public health emergencies and disasters including the organizations and disciplines that prepare and respond to natural and unnatural emergencies. Students will gain an understanding of how public health officials, public health practitioners, state and local health department staff, health care personnel and emergency responders plan for and respond to public health emergencies. The role of the physician will be explored.

Student Success:

This is an on-line course.

To be successful:

- Commit to the time required to complete and be engaged in the course. The course will require the time outlined on page 2.
- Check the course often
- Read announcements
- Read and respond to course related email messages as needed
- Complete assignments by the due dates specified
- Communicate regularly with your instructor.
- Create a study and/or assignment schedule to stay on track

Requisites:

There are no requisites.

LEARNING OUTCOMES

At the end of this course, students will be able to:

1. Describe involved organizations and disciplines as well as current methods for disaster planning, preparedness and response; public health threats and contingency plans.
2. Examine the impacts of emergencies and disasters to our systems, health and society.
3. Understand the role of the physician as provider and partner in disaster planning, preparedness and response.
4. Incorporate reflection and self-assessment regarding ethical challenges and considerations in public health emergency and response.

GRADING

In order to successfully pass the course, students must 1) be actively engaged in course, 2) complete ALL assignments on time according to the class schedule and 3) participate in the final assignment (presentation/reflection). In order to get full credit for the assignments and activities, student posts must reflect readings and/or instructional content. In extenuating circumstances, please contact the course instructor for an extension of an assignment deadline.

Assignments and Final Presentation/Reflection

Each student's grade for this course will be calculated based on completion of and performance on the items below. Turning in assignments late will result in a decrease in points.

Assignment	Total Points	% of Final Grade
Knowledge Checks	7 total @ 5-10 points each	51 pts
Padlet Activities	3 total @ 6 points each	18 pts
FEMA ICS 100 Training	1 total @ 20 points	20 pts
Journal Reflections	6 total; 4 @ 5 pts and 1 @ 10 pts	35 pts
Discussions	2 total; 2 @ 10 pts each	20 pts
Case Studies	3 total; 2 @ 15 pts and 1 @ 10 pts	40 pts
<i>Final Assignment</i>		
Choose presentation topic and sign up = 5 points		
Summary PPT Presentation = 25 points		
Final Journal Reflection = 20 points	50 pts	22%
Total		234 pts
		100 %

Final course grade will be determined using the following scale:

Total Points	(%)	Grade
164 – 234	(70%)	Satisfactory (S)
< 163	(<69.9 %)	Unsatisfactory (U)

MAJOR GRADED WORK**Weekly Assignments (78%):**

The course is divided into nine modules with corresponding daily assignments and a final topic presentation/journal reflection, to be completed at the culmination of the two-week course. All course materials, necessary to successfully complete the course, are included on the Learn@UW site for the course. Learn@UW, a course management system, and the learning platform Canvas, will be used for posting all course materials, web-based readings, turning in assignments, and other electronic resources. Assignments in modules 1-9 will account for 78% of the final grade.

The nine modules are described as follows:

Course Welcome, Introduction and Overview

Course participants will be welcomed and introduced to the course instructor. Participants will become acquainted with the technical requirements, schedule and format of the online course. Participants will review and understand the course objectives and the expectations.

MODULE 1:**The Role & Responsibility of Public Health; Every Day and in Emergencies**

This module will review the role and responsibility of governmental public health every day in keeping communities healthy and the role and responsibility of governmental public health in planning, responding and mitigating public health emergency events. The essential functions to include the core functions and 10 Essential Services of public health will be reviewed. Types of disasters and public health emergencies and their scope of impact and consequence will be reviewed and explored. Instructions for the final two-part assignment in the course will be introduced.

Module #1 Assignments:

Padlet, Knowledge Check, Journal Reflection DUE: Monday, October 29, 2018 by 11:59pm

Discussion DUE: Wednesday, October 31, 2018 by 11:59pm

MODULE 2: Framework of Response: Models, Legal Authority and Managing the Emergency

This module will unpack the operations of a public health emergency response to include models, laws and general management of emergencies via the Incident Response system. The Incident Command System (ICS) is the foundation for an organized response. For that reason, students will complete the FEMA ICS 100 training. Funding mechanisms and the importance of adequate and sustained funding for preparedness infrastructure to ensure an adequate response will also be discussed.

Module #2 Assignments:

Knowledge Check and Journal Reflection DUE: Tuesday, October 30, 2018 by 11:59pm

FEMA ICS 100 Training, DUE: Sunday, November 4, 2018 by 11:59pm

MODULE 3: The Logistics and Operations of Preparedness

Module 3 will we will cover how the disaster declaration process works, the logistics and operations in preparedness, the guiding governmental agencies, edicts, plans, frameworks that direct the response approach. This includes the Emergency Support Functions (specifically ESF 8) as well as involved federal agencies. Finally, we'll introduce the preparedness programs specific to Hospital/Health Care and Public Health. The roles of these critical partners (and how they collaborate with other partners) will be applied via a Case Study.

Module #3 Assignments: Knowledge Check, Case Study

Both DUE: Wednesday, October 31, 2018 by 11:59pm

MODULE 4: Essentials of Disaster Planning and The Functional Model of Response (Part 1)

Module four will introduce the functional response to a public health emergency. We will describe the first four (of seven) cyclical steps and essential planning considerations in and will continue the content into module #5. A wide array of what is involved in a response will be introduced including key partners, expert resources and assets brought to bear in a well-coordinated response, Incident Command, role of the Emergency Operations Center, environmental and occupational health issues, sanitation, water safety, food safety, and animal and pet issues. Ethical issues that have or may present in a emergency and their implications will be explored and reflected upon as well.

Module #4 Assignments: Knowledge Check, Journal Reflection and Padlet

All are DUE: Thursday, November 1, 2018 by 11:59pm

MODULE 5: Essentials of Disaster Planning and The Functional Model of Response (Part 2)

Module 5 will continue introducing the functional response to a public health emergency to include the last three (of seven) steps and essential planning considerations. Again, the wide array of what is involved in a response will be introduced including surveillance and emergency information systems, aspects of recovery such as community resilience, addressing and responding to psychosocial impacts of disasters, and evaluating response efforts to enhance or improve subsequent responses. Challenges are inherent with these topics and we will continue to explore and reflect on those.

Module #5 Assignments: Knowledge Check, Journal Reflection, presentation topic sign-up

All are DUE: Friday, November 2, 2018 by 11:59pm

MODULE 6: A Coordinated Response

Module 6 will review and define the critical elements of what makes an emergency response successful. Topics will include a deeper dive into the Emergency Operations Center including the critical role of coordination and control as well as where an EOC might be. The interagency collaboration necessary to achieve success is pivotal and this module will explore this. Aspects of the Hurricane Katrina Response will be reviewed to explore and reflect on what did not go so well in this response. One module assignment will allow students to think critically apply the concepts of social determinants, inequity, disparity and social justice.

Module #6 Assignments: Journal Reflection, Case Study (mini)

All are DUE: Monday, November 5, 2018 by 11:59pm

MODULE 7: Communication and Leadership in an Emergency

Communicating in an emergency is critical. From communication between agencies responding to the event to the emergency alert systems to ensure public safety to responding to media, a well-planned strategy and appropriate personnel with the correct training is key. Effective leaders know the critical importance of communication, training and drills. They also embody the qualities inherent in good leaders. Module 7 will discuss communication and leadership. Students will be introduced to the basics of CERC (Crisis, Emergency, Risk Communication),

aspects of internal and external communication, emergency alert systems and speaking to the media, etc. Students will apply knowledge gained.

Module #7 Assignments: Knowledge Check DUE: Tuesday, November 6, 2018 by 11:59pm

Discussion DUE: Thursday, November 8, 2018 by 11:59pm

MODULE 8: Pandemic Influenza; Emerging Infections and Terrorism

Welcome to module 8 of PHS 729, where we will discuss Influenza and Flu Pandemic Planning as well as Emerging Infections and Terrorism. Our world, unfortunately, is not without these threats and public health is at the center of an emergency response in these topics. My intent is to present resources available to health care and public health professionals respond in these events and the resources to respond. Key to responding -- as the prior modules described however, is --- planning for these catastrophic events. Content application will occur in our third and final case study regarding the Ebola response in recent years.

Module #8 Assignments: Knowledge Check DUE Wednesday, November 7, 2018 by 11:59pm

Case Study DUE: Saturday, November 10, 2018 by 11:59pm

MODULE 9: Consequence, Resiliency and Taking Action for Meaningful Change

The final content module will culminate in the topic of climate change and its profound effect on our globe and the implications it has in preparedness. Students will explore the consequence of climate change to our globe and human health including why climate change is occurring as well as the impacts these weather events have and how they contribute to catastrophic disasters. What role do we have in advocating for change as public health professionals, physicians and health care providers? Are certain members of our global community at greater risk, why? Does where you live matter? Does socio economic status matter? What does the term resilience mean o the topic of preparedness? So much to understand, consider and reflect upon. What will your role be in addressing and working to solve this enormous problem, is there a role for you?

Module #9 Assignments: Padlet, Journal Reflection

Both DUE: Thursday, November 8, 2018 by 11:59pm

Final Assignment: Summary and Presentation / Final Journal Reflection (22%):

The final assignment is two parts (with points additionally awarded for topic sign up in module 5). All parts equal a total of 50 points and will consist of nearly a quarter of the final grade for the course. Turning in the final assignment late will result in a decrease in points for each day it is late. A rubric is provided on the course site detailing expectations for both the presentation and the final journal reflection.

Instructions:

Choose a preparedness topic/emergency event or outbreak from list provided or another topic approved by the instructor.

Part 1) For event selected, prepare a short powerpoint (PPT) presentation which summarizes the emergency, outbreak or event.

Presentation shall include:

- Summary of emergency, outbreak or event and agent or virus/bacteria, etc.
- The cause of illness, death or impact. Describe the scope and impact of the event to human life, quality of life and/or environment, economy, etc.
- Identify and describe at least three agencies, organizations or stakeholders involved in the planning, preparedness and response to this emergency situation/agent or issue. Describe how each were involved and what specifically their role was (in planning, in the response itself as well as mitigation).
- Discuss the role of the physician (or your discipline) in one of the responding organizations (specific to roles in planning, response and (see grading rubric) mitigation).

PPT slides should be limited to approximately 10 slides with voice over describing each slide briefly. Reference slide should be included as the final slide. Each student will upload their PPT slide presentation to the course by the due date specified below. See grading rubric in canvas.

Due dates:

- **Choose event topic and sign up DUE Friday, November 2, 2018 by 11:59pm (5 points)**
- **Upload PPT presentation DUE Friday, November 9, 2018 by 11:59pm (25 points)**

Part 2) Every student shall watch each of their peers' presentations (15 additional presentations). Each student will select one presentation/topic to discuss in a final journal reflection.

Due dates:

- **Saturday 11.10.18 and Sunday 11.11.18 are days designated to watch the presentations from your fellow classmates.**
- **Final Journal Reflection DUE Sunday, November 11, 2018 by 11:59pm (20 points)**

Final Journal Reflection Format:

Students should address the following in their reflection. Use the questions provided below as a guide (see grading rubric on canvas). The reflection should be approximately four-five pages double spaced.

No references required

- a. What is the event presented by a fellow classmate that you chose?
- b. Describe what you learned about this topic that was new or you may not have known related to the topic or emergency. For example, what did you learn about the event, or what caused it. What did you learn related to responding organizations? Describe your impressions related to the variety of community partners/organizations involved in preparedness and response, Did this change? In what way?
- c. Describe the role of community in being an expert in understanding responding to emergencies in their community.
- d. Have your views of public health practice been impacted or changed, if so – how?

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- e. Describe the challenge of social inequities in response to the emergency you viewed. Were some groups or populations affected more or in a different way, describe.
- f. Describe ethical challenges related to the emergency, event or outbreak and reflect on that.

Final presentation Topic list:

Choose a major public health event, emergency or outbreak from below.

North American Smallpox Epidemic 1775
Philadelphia Yellow Fever Epidemic 1793
St. Louis Cholera Epidemic 1832
New York Polio Epidemic of 1916
Spanish Flu Pandemic 1918
Hawks Nest Tunnel Disaster 1927
Asian Flu Pandemic 1957
Valley of the Drums 1966
Flu Pandemic 1968
Philadelphia Legionnaire's Outbreak 1976
Love Canal 1978
Volcanic Eruption of Mount St. Helens 1980
Chicago Tylenol Murders 1982
Milwaukee Cryptosporidiosis Outbreak 1993
Tokyo Subway Sarin Gas attack 1995
Mexico Earthquake 1995
Picher Lead Contamination Crisis 1996
Libby Asbestos Crisis 1999
Anthrax Attacks 2001
SARS (Severe Acute Respiratory Condition) Outbreak 2002-03
Monkeypox Outbreak U.S. 2003
2003 European Heatwave
2004 Indian Ocean Tsunami
Multistate Outbreak of *E. coli* O157 Infections Linked to Taco Bell, 2006
Multi-State Outbreak of *E. coli* O157:H7 Infections from Spinach, 2006
2008 Afghanistan Blizzard
Haiti Earthquake 2010
Haiti Cholera Outbreak 2010
Salmonella Outbreak related to Eggs 2010
2011 Listeria related to Cantelopes
Deepwater Horizon Oil Spill 2011
2012 Fungal Meningitis Outbreak
Sandy Hook Elementary School Shooting December 2012
Ricin Event with President Obama 2013
Boston Marathon Bombing 2013
Moore Oklahoma Tornado 2013
Elk River Chemical Spill 2014
Flint Water System Lead Crisis 2014
2015 Earthquake in Nepal

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PREPAREDNESS IN PUBLIC HEALTH

- Response to Zika Virus Outbreak 2016
- Hurricane Harvey ,Texas 2017
- Hurricane Irma, Florida 2017
- Mexico Earthquake 2017
- Northern California Wildfires 2017
- 21 State U.S. Measles Outbreak 2018
- Spring Creek wildfire in Costilla County, Colorado 2018
- Argentina Drought 2018
- Mudslides in Montecito, California, 2018

Assignment Summary for each module

	Padlet	Knowledge Check	Discussion	Journal	Case Study	FEMA Training	Final Assignment	Module Pts TOTAL
Module 1	6 pts Due 10.29	6 pts Due 10.29	10 pts Due 10.31	5 pts Due 10.29			Read instructions	27
Module 2		7 pts Due 10.30		5 pts Due 10.30		20 pts ICS 100 Due 11.4		32
Module 3		6 pts Due 10.31			15 pts (heat) Due 10.31			21
Module 4	6 pts Due 11.1	5 pts Due 11.1		5 pts Due 11.1				16
Module 5		7 pts Due 11.2		5 pts Due 11.2			Choose topic, sign up (5 pts) Due 11.2	17
Module 6				5 pts Due 11.5	10 pts (Barneveld) Due 11.5			15
Module 7		10 pts Due 11.6	10 pts Due 11.8					20
Module 8		10 pts Due 11.7			15 pts (Ebola) Due 11.10			25
Module 9	6 pts Due 11.8			10 pts Due 11.8				16
Module 10							Presentation (25 pts) Due 11.9 Reflection (20 pts) Due 11.11	45
	18 pts (8%)	51 pts (22%)	20 pts (8%)	35 pts (15%)	40 pts (17%)	20 pts (8%)	50 pts (22%)	234 points

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REQUIRED TEXTBOOK, SOFTWARE & OTHER COURSE MATERIALS

There is no textbook required for this course. Instead, you will be assigned research and mainstream media articles to read as well as links to websites and online media relevant to the topics covered in this course. Copies of or links to required readings and online media are available on the course website.

Technical Requirements & Support:**Computer Requirements:**

This course requires Internet access and the following:

- A web browser (use only Google Chrome or Mozilla Firefox)
- Adobe Acrobat Reader (free)
- Adobe Flash Player (free)
- Microphone and camera (optional) and speaker

Technology:

Learn@UW, a course management system, and the learning platform Canvas, will be used for posting all course materials, web-based readings, turning in assignments, and other electronic resources.

Students can use computers at the Health Sciences Learning Center or other UW computer labs to access Learn@UW. Students that plan to connect from home will need a dependable Internet connection, preferably broadband, and a relatively fast computer with sufficient hard disk space for file transfer.

Please see the following website, which contains the list of recommended systems and web browsers for use with Learn@UW. <https://kb.wisc.edu/page.php?id=3210>

We recommend that you have the latest versions of Firefox or Safari, Adobe Flash, and Adobe Acrobat in order to be able to access the course materials most efficiently and effectively.

Please review the student technology resource Web guide at:

<http://www.doit.wisc.edu/students/index.asp> and technology policies at

<http://www.cio.wisc.edu/security/>

PHS 729 PREPAREDNESS IN PUBLIC HEALTH
COURSE SCHEDULE

Monday 10.29.18	Welcome, Introduction and Overview MODULE 1: The Role & Responsibility of Public Health; Every Day and in Emergencies
Tuesday 10.30.18	MODULE 2: Framework of Response: Models, Legal Authority and Managing the Emergency
Wednesday 10.31.18	MODULE 3: Logistics and Operations in Preparedness
Thursday 11.1.18	MODULE 4: Essentials of Disaster Planning and The Functional Model of Response (Part 1)
Friday 11.2.18	MODULE 5: Essentials of Disaster Planning and The Functional Model of Response (Part 2)
Monday 11.5.18	MODULE 6: A Coordinated Response
Tuesday 11.6.18	MODULE 7: Communication and Leadership in an Emergency
Wednesday 11.7.18	MODULE 8: Pandemic Influenza; Emerging Infections and Terrorism
Thursday 11.8.18	MODULE 9: Consequence, Resiliency and Taking Action for Meaningful Change
Friday 11.9.18	MODULE 10: Emergency/Outbreak Event Presentations
Saturday 11.10.18	Day to view presentations from all fellow classmates
Sunday 11.11.8	Finish viewing presentations from all fellow classmates Final Journal Reflection <u>Due at 11:59pm, November 11, 2018</u>

EXPECTATIONS & OTHER COURSE INFORMATION

Communicating with the Instructor:

Communication is important. If you have questions, you should feel free to contact the instructor. *Note:* prior to posing a question, please check the syllabus, announcements, and module content. Email questions to the instructor. You can expect a response within 4-6 hours.

Instructor Engagement and Student Feedback:

Because this is an online course, we will not meet in person; our communication and coursework will take place through the course management system and via email. Please be sure to use your UW-Madison email address for course purposes. Although the course is entirely online, some activities and assignments have been designed to be interactive and help you build connections with each other, and with me. A variety of techniques will be used to allow you to explore and synthesize the course content, including readings, lectures, discussion topics, case studies and journaling. You will receive written and/or video or audio feedback from me individually on assignments. In addition, several of the modules will begin with a brief video from me introducing the module and how the course is progressing and building on previous module content. This is a great way for me to check in, have you feel connected and engaged as well as receive helpful and important information. The final presentation will provide an opportunity for all course participants to summarize and share an emergency or outbreak that interests them. This is a important way for all other students to learn new material and reflect.

Announcements:

The “Announcements” section of the course is an important place to check and keep abreast of. Important news and information is shared and located here.

Email and Internet:

WiscMail is an official means of communication among students, faculty, and staff. Students are expected to read and act upon email in a timely fashion. Students bear the responsibility of missed messages and should check their WiscMail email regularly. All instructor correspondence will be sent to your wisc.edu email account

Campus Network or Canvas Outage:

When access to Canvas is not available for an extended period of time (greater than one entire evening) you can reasonably expect that the due date for assignments will be changed to the next day (assignment still due by 11:59pm). To monitor the status of campus networks and services, please visit the Outages page.

Late or Missed Assignments:

Notify the instructor BEFORE an assignment is due if an urgent situation arises and the assignment will not be submitted on time. Published assignment due dates (Central Standard Time-CST) are firm. Please follow the appropriate University policies to request an accommodation for religious practices or to accommodate a missed assignment due to University-sanctioned activities.

Submitting Assignments:

All assignments, unless otherwise announced, MUST be submitted to the designated area on Canvas. Please do not submit an assignment via email.

Students may work in groups to complete modules, but it is expected that assignments and the final assignment will reflect the individual's work, unless otherwise specified.

Each module is posted in the Module Section of Canvas at the Learn@UW site for the course. Students are expected to complete each module in full by the assigned deadline noted on the syllabus and in the module. All assignments are explained fully in the "Assignments" section of the syllabus or on the module page itself.

Student Conduct:

Appropriate online behavior (also known as netiquette) is defined by the instructor. Students must maintain a cordial atmosphere and use tact in expressing differences of opinion.

Inappropriate discussion board posts may be deleted by the instructor.

Citizenship:

Much of what you learn or fail to learn in this course is dependent on the nature of the learning environment we are able to construct together. Therefore, as a valued citizen of this course, you are expected to participate fully in the activities and assignments for each of the eight modules. Good citizenship means acquiring knowledge and sharing knowledge with one another in a respectful and altruistic manner. Your full participation and good citizenship (informed, respectful participation) will be considered in the final grade.

Course Evaluation:

Students are expected to complete the course evaluation. The feedback provides valuable information to the instructor and the university and is used to improve student learning. Students are notified when the online evaluation form is available.

Syllabus Disclaimer:

The syllabus is a statement of intent and serves as an implicit agreement between the instructor and the student. Every effort will be made to avoid changing the course schedule but the possibility exists that unforeseen events will make syllabus changes necessary. Please remember to check your WiscMail email and the course site often.

RULES, RIGHTS & RESPONSIBILITIES

- See the Guide's to [Rules, Rights and Responsibilities](#)

ACADEMIC INTEGRITY

By enrolling in this course, each student assumes the responsibilities of an active participant in UW-Madison's community of scholars in which everyone's academic work and behavior are held to the highest academic integrity standards. Academic misconduct compromises the integrity of the university. Cheating, fabrication, plagiarism, unauthorized collaboration, and helping others commit these acts are examples of academic misconduct, which can result in disciplinary action. This includes but is not limited to failure on the assignment/course,

disciplinary probation, or suspension. Substantial or repeated cases of misconduct will be forwarded to the Office of Student Conduct & Community Standards for additional review. For more information, refer to studentconduct.wiscweb.wisc.edu/academic-integrity/.

ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES

McBurney Disability Resource Center syllabus statement: “The University of Wisconsin-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. Reasonable accommodations for students with disabilities is a shared faculty and student responsibility. Students are expected to inform faculty [me] of their 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 recognized. Faculty [I], will work either directly with the student [you] or in coordination with the McBurney Center to identify and provide reasonable instructional accommodations. Disability information, including instructional accommodations as part of a student's educational record, is confidential and protected under FERPA.” <http://mcburney.wisc.edu/facstaffother/faculty/syllabus.php>

DIVERSITY & INCLUSION

Institutional statement on diversity: “Diversity is a source of strength, creativity, and innovation for UW-Madison. We value the contributions of each person and respect the profound ways their identity, culture, background, experience, status, abilities, and opinion enrich the university community. We commit ourselves to the pursuit of excellence in teaching, research, outreach, and diversity as inextricably linked goals.

The University of Wisconsin-Madison fulfills its public mission by creating a welcoming and inclusive community for people from every background – people who as students, faculty, and staff serve Wisconsin and the world.” <https://diversity.wisc.edu/>