College of Public Health
University of South Florida

Department of Undergraduate Studies Syllabus

Course Name: The Social Entrepreneur
Prefix & Number: HSC 7931
Section: 001, reference 99999
Semester: Spring 2013

Course Description:	This course provides students the opportunity to learn the interdisciplinary/cross-cutting public health competencies of leadership, professionalism and systems thinking through in-class experiential activities to connect public health research with the local community. Multiple experiential exercises will lead to the dissemination of public health topics. The course reviews current public health research topics to develop applied service learning opportunities in the local community through writing and presenting health issues to community leaders for advancing independent entrepreneurship opportunities.
Credit hours:	3
Pre-Requisites:	None
Co-Requisites:	None
Primary Course Goals:	This course will use team-building experiential exercises to better connect students for exploring independent entrepreneurship opportunities. Student will engage with their course peers, with the College of Public Health, with the University of South Florida and with the local Tampa Bay Community to help focus their personal passions on real-world health problems. The Community Engagement Team includes local government officials, a non-profit CEO, a for-profit CEO and the COPH Dean to recommend development of independent entrepreneurship opportunities based on completed student team work.
Instructor Information:	**Instructor**
	Eric R. Weaver, MBA, MSM
	Email: eweaver@health.usf.edu
	Available by appointment Preferred method of contact: Email
	I will respond to all emails through your Blackboard email account within 24-72 hours. Check blackboard announcements, as often your questions are appropriate to post for the entire class to review. If you do not receive any response during that time frame, I did not receive your message and you must send your message again.
Tech Assistance	Use the Tech Assistance button on the course Blackboard website. The Tech Assistance button links to the Technical Support page of the Office of Educational Technology & Assessment website at: http://health.usf.edu/publichealth/eta/techsupport.html Select from any of the available options. Students will receive a reply WITHIN 24 hours via phone or email based on student preference.

Technical Requirements:	Students in all public health courses are expected to meet the basic technology requirements to successfully participate in their courses through Blackboard. Failure to meet these requirements may cause problems in accessing the course materials. **It is the student's responsibility to ensure all requirements are met prior to the start of the semester.** http://health.usf.edu/publichealth/eta/students_tech_requirements.htm
Required Materials:	There is no required textbook. All readings and assignments will be links for PDF downloads in the weekly modules on Blackboard. It is the students' responsibility to complete all required course readings and viewings before each class. Please refrain from printing. Saving PDF's to your local PC folders to read, highlight and review, while writing notes separately, will enhance the learning opportunities and save printing and paper costs.
Recommended Materials:	PDF downloads will be posted weekly to Blackboard, see class project schedule page 4.
Course Format:	The course is set-up in modules for completing four projects described under the section titled "Assigned Projects" (page 3). Each project is completed in the same fashion through increasingly complex graded assignments. Each course period will include an in-class experiential grade, an in-class writing grade, and a take-home writing and reading grade as described under the section titled "Assessment Details" (see page 3). These quick and simple assignments will incrementally step through the completion of the four separate projects. Projects will focus on independent public health dissemination white papers and PowerPoint presentations to inspire individual entrepreneurship opportunities. Please drop the course if you plan to miss more than 3 classes, which would impose an unfair disadvantage to your team members.

Course Learning Objectives

1. Comprehend the practice of the interdisciplinary/cross-cutting competencies of leadership, professionalism and systems thinking through team-building exercises connecting peers, College of Public Health professors, alumni & other local community professionals.

2. Develop knowledge, understand and apply experiential team-building processes including different methods of interaction such as: Appreciative Inquiry, World Café and Art of Hosting discussion groups.

3. Understand and experience how to work in small peer discussion groups to effectively maximize written and presentation project development while minimizing time expended in formulation and completion. Entrepreneurship is encouraged through interactions with local Community Engagement Team.

4. Increase self-confidence, communication abilities and professional interaction acumen through improved listening and peer respect skills demonstrated and evaluated in class and through experiential opportunities with a local Community Engagement Team, future independent engagement is encouraged.

5. Locate and evaluate the information from a variety of peer-reviewed journal publications and incorporate the information into current health research topics for clearly written white paper and PowerPoint presentation. This will support increased community understanding and knowledge of identified target public health issues with free enterprise issues identified to inspire future entrepreneur commitments.

6. Identify, differentiate and synthesize key public health research topics affecting the local community to influence public health understanding and determine ways in which local public health knowledge is increased through the use of white paper and PowerPoint presentations.

Assigned Projects

Four separate projects will be completed: Each project will involve similar processes. Class begins with student team-building exercises. Short simple, in-class writing assignments will supplement these experiences, followed by related take-home reading and writing assignments. Teams will complete peer evaluation of these assignments and develop these activities to create white papers and associated PowerPoint presentations. The level of detail and necessary writing between projects will get more complex to allow for each project to build on the previous experiences and support increased learning. The final project will allow more free time for professional networking and interactions to encourage entrepreneurship with the Community Engagement Team.

1. Resume Project (2 weeks): Students will complete a skills resume, evaluate them, and elect a leader for mock PowerPoint presentation to in-class peers only. Understand team cooperation, mission and action for completion.

2. Health Topic ID (3 weeks): Student will complete a summary white paper of COPH health research, evaluate them, elect preferred health issues for completing PowerPoint presentation to College and faculty guests. Understand COPH research, presentation audience needs and professional presentation decorum.

3. Heath Topic Research (4 weeks): Teams will complete health research (50 points), detailed target audience analysis, evaluate them and elect PowerPoint presentation (50 points) for Community Engagement Team. Understand critical health issues, presentation science details and specific audience needs for comprehension.

4. Health Research Dissemination (5 weeks): Teams will synergize previous evaluation reports; expand detailed white paper (50 points) and PowerPoint (50 points) to present Community Engagement Team opportunity. Understand specific target audience, prioritize presentation issues, and engage in community discussion.

Assessment Details

1. IN-CLASS Experiences - 135 points (5 points/day): Students must attend all classes promptly and participate with peers in team-building exercises. Be prepared to show up, pay attention and share your truth as required.

2. IN-CLASS Writing Assignment - 130 points (5 points/day): Students will complete written supplements coinciding with class exercises. Students must come prepared with printed forms and completed reading notes from all articles listed in class syllabus as posted to Blackboard (see class project schedule page 4).

3. TAKE-HOME Reading and Writing Assignments - 135 points (5 points/day): Students will complete supplemental take-home assignments and Blackboard readings and viewings before next class.

4. White papers - 100 points (2 @ 50 points each): Students will complete two public health white papers reviewing the important and relevant points for laymen comprehension. Write up must include 5 related journal articles on topic including complete citations in correct APA style format (2000 words, double spaced, 12-pt font).

5. White papers Presentations - 100 points (2 @ 50 points each): Student teams will evaluate and select presentation topics for appropriate dissemination from completed white papers. This will include peer evaluations, audience analysis and summary of research for PowerPoint presentation (15-20 minutes).

6. Overall Class Participation, Innovation & Cooperation - 100 points (4 @ 25 points each project): Each project session will receive an overall grade derived from students peer evaluations, completed white papers, PowerPoint presentations and active participation in classroom experiential activities.

Week	Date	In-Class Exercise & Writing Assignments	Take-Home	Read
		Project One Tentative Schedule		
1	1/8/2013	Top Ten	Skills Resume	Resume Articles
	1/10/2013	Resume Evaluations	Target Audience	Flow Articles
2	1/15/2013	Target Evaluations	Officer PPT	Frames Articles
	1/17/2013	Officer PPT	Lessons Learned	Perfect Class Articles
		Project Two Tentative Schedule		
3	1/22/2013	World Café	Health Targets	Health Research Article
	1/24/2013	Target Evaluations	Summary White paper	Fussy's Writing
4	1/29/2013	White paper Evaluations	Health Library Forms	Health Research
	1/31/2013	Target Audience Review	Audience Health Supplement	Health Research
5	2/5/2013	Audience Health PPT	Health PPT Evaluations	Presentations Shine
	2/7/2013	Audience Health PPT	Lessons Learned	Health Complexity
		Project Three Tentative Schedule		
6	2/12/2013	Appreciative Inquiry	System Analysis	Ohio Health Coop
	2/14/2013	Community Engagement Team	Community Synergy From	Complexity in Health
7	2/19/2013	White paper Analysis	Health Forms Evaluations	Health Research
	2/21/2013	Appreciative Inquiry White paper	White paper Evaluations	Health Research
8	2/26/2013	Target Audience Analysis	Target Audience Evaluations	Social Marketing 101
	2/28/2013	Appreciative Inquiry Audience review	Audience Health Evaluations	Social Marketing 102
9	3/5/2013	Audience Health PPT	Health PPT Evaluations	Elevator Speech
	3/7/2013	Community Health PPT	Lessons Learned	System Change
	USF Spring Break			

Week	Date	In-Class Exercise & Writing Assignments	Take-Home	Read
Project Four Tentative Schedule				
10	3/19/2013	Art of Hosting	Art of Hosting Evaluations	Systems Passion
	3/21/2013	Appreciative Inquiry	Appreciative IQ Evaluations	Change Leadership
11	3/26/2013	World Café	World Café Evaluations	Passion Leadership
	3/28/2013	Target Audience Analysis	Audience Health Evaluations	Health Research
12	4/2/2013	White paper Analysis	Health Evaluations	Health Research
	4/4/2013	White paper Analysis	Lessons Learned	Health Research
13	4/9/2013	Target Audience Analysis	Health Evaluations	Health Research
	4/11/2013	Target Audience Analysis	Lessons Learned	Health Research
14	4/16/2013	Community Health PPT	PPT Peer Evaluations	
	4/18/2013	Audience Health PPT	PPT Peer Evaluations	
15	4/23/2013	Final Health PPT	PPT Peer Evaluations	
	4/25/2013	Final Health PPT	Lessons Learned	
Spring, last day of classes				
	4/26/2013	Spring Final Exams Week		

Grading Scale and Criteria

Letter		Grade		Total Points:	
A	=	100	-89.50%	627	-700
B	=	89.49	-79.50%	557	-626
C	=	79.49	-69.50%	487	-556
D	=	69.49	-59.50%	418	-486
F	=		<59.5%	0	-416

IN-CLASS experiences	135
IN-CLASS writing assignment & evaluations	130
TAKE-HOME reading and writing	135
White papers assignments	100
White papers PowerPoint presentations	100
Participation & cooperation	100
Total Points	**700**

Interdisciplinary/Cross-cutting Competencies	
Aimed at providing a baseline overview of the knowledge, skills, and other attributes that might be expected for emerging public health professionals. [1]	
H. Leadership The ability to create and communicate a shared vision for a changing future; champion solutions to organizational and community challenges; and energize commitment to goals.	
Competencies: Upon course completion, a student be able to… (as checked)	
H. 1.	Describe the attributes of leadership in public health.	X
H. 2.	Describe alternative strategies for collaboration and partnership among organizations, focused on public health goals.	X
H. 3.	Articulate an achievable mission set of core values, and vision.	
H. 4.	Engage in dialogue and learning from others to advance public health goals.	X
H. 5.	Demonstrate team-building, negotiation, and conflict management skills.	X
H. 6.	Demonstrate transparency, integrity, and honesty in all actions.	X
H. 7.	Use collaborative methods for achieving organizational and community health goals.	X
H. 8.	Apply social justice and human rights principles when addressing community needs.	
H. 9.	Develop strategies to motivate others for collaborative problem solving, decision-making, and evaluation.	
J. Professionalism The ability to demonstrate ethical choices, values and professional practices implicit in public health decisions; consider the effect of choices on community stewardship, equity, social justice and accountability; and to commit to personal and institutional development.	
J. 1.	Discuss sentinel events in the history and development of the public health profession and their relevance for practice in the field.	X
J. 2.	Apply basic principles of ethical analysis (e.g. the Public Health Code of Ethics, human rights framework, other moral theories) to issues of public health practice and policy.	
J. 3.	Apply evidence-based principles and the scientific knowledge base to critical evaluation and decision-making in public health.	X
J. 4.	Apply the core functions of assessment, policy development, and assurance in the analysis of public health problems and their solutions.	X

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[1] ASPH Education Committee, Master's Degree in Public Health Core Competency Development Project, Version 2.3
http://www.asph.org/userfiles/WordFormat-DomainsandCompetenciesOnly.doc

J. 5.	Promote high standards of personal and organizational integrity, compassion, honesty and respect for all people.	X
J. 6.	Analyze determinants of health and disease using an ecological framework.	
J. 7.	Analyze the potential impacts of legal and regulatory environments on the conduct of ethical public health research and practice.	
J. 8.	Distinguish between population and individual ethical considerations in relation to the benefits, costs, and burdens of public health programs.	
J. 9.	Embrace a definition of public health that captures the unique characteristics of the field (e.g., population-focused, community-oriented, prevention-motivated and rooted in social justice) and how these contribute to professional practice.	
J. 10.	Appreciate the importance of working collaboratively with diverse communities and constituencies (e.g. researchers, practitioners, agencies and organizations).	X
J. 11.	Value commitment to lifelong learning and professional service including active participation in professional organizations.	X
L. Systems Thinking The ability to recognize system level properties that result from dynamic interactions among human and social systems and how they affect the relationships among individuals, groups, organizations, communities, and environments.		
L. 1.	Identify characteristics of a system.	X
L. 2.	Identify unintended consequences produced by changes made to a public health system.	X
L. 3.	Provide examples of feedback loops and "stocks and flows" within a public health system.	
L. 4.	Explain how systems (e.g. individuals, social networks, organizations, and communities) may be viewed as systems within systems in the analysis of public health problems.	X
L. 5.	Explain how systems models can be tested and validated.	
L. 6.	Explain how the contexts of gender, race, poverty, history, migration, and culture are important in the design of interventions within public health systems.	X
L. 7.	Illustrate how changes in public health systems (including input, processes, and output) can be measured.	
L. 8.	Analyze inter-relationships among systems that influence the quality of life of people in their communities.	
L. 9.	Analyze the effects of political, social and economic policies on public health systems at the local, state, national and international levels.	
L. 10.	Analyze the impact of global trends and interdependencies on public health related problems and systems.	
L. 11.	Assess strengths and weaknesses of applying the systems approach to public health problems.	X

Grading Policies	
Grade Disputes:	Please address any grade disputes immediately after you receive a grade. The end of the semester is not an appropriate time to discuss missed assignments or poor grades earned earlier in the semester. Students are expected to stay current on course readings and course content as outlined herein. Students are required to openly participate in course discussion and ask questions to promote critical thinking and stay engaged in all the course content.
Assigning Grades:	Written assignments submitted through SafeAssign on Blackboard will appear as an exclamation point until graded by instructor. Assignments will be graded 1-2 weeks after due date. See Assignment Details for instructions and requirements for each assignment. Points will be removed for failure to meet requirements and follow explicit instructions.
Assignment Feedback:	Explanations of grade will be self-explanatory based on marked-up documents returned to you and assignment requirements. For assignments that are not returned the grade explanations can be found under "My Grades" posted in Blackboard. Students are expected to use this feedback to improve future assignments.
Late Assignments:	Late assignments will not be accepted without prior notice or documented emergency. A documented emergency is the only situation where late points will be waived. A student must receive permission from the instructor to submit an assignment later than a week after the due date. It is recommended that you stay ahead of schedule on the assignments, so if an emergency occurs, your assignment will be completed and submitted within the designated time frame. Technical difficulties with Blackboard or other software cannot be used to justify late assignments.
Documented Emergencies:	Late assignment submission will be excused for unexpected emergencies when a student can provide proper documentation. These include severe illness of the student/student's dependent(s), deaths in the immediate family, other crisis and severe weather conditions. Students must contact the instructor and provide documentation as soon as possible. Email is the preferred method of contact, but it is the student's responsibility to contact the instructor via phone or in person if they are unable to utilize email. Judgment of whether a situation is an emergency, whether documentation is sufficient and whether the student contacted the instructor in a timely fashion is entirely at the discretion of the instructor.
Extra Credit:	There are no extra credit opportunities in this course. Students cannot gain extra credit by revising assignments or doing extra work. All students have an equal opportunity to do well in this course by completing high quality work throughout the semester (not at the end).
S/U Grade System:	This course is not eligible for an S/U (satisfactory/unsatisfactory) grade.
Late Drop:	Late drop requests will not be approved after the second week of class. This is a College of Public Health policy.

Course Policies	
Attendance & Participation:	It is recommended that you access course materials at least twice a week. The instructor will post announcements relevant to course material through Blackboard and send emails via your USF email account. You are responsible for reading each announcement in its entirety. All posted class reading must be completed before class. Class attendance will be taken daily, in-class team-building exercises are fundamental to the class. **Note:** Please, drop the class now if you know you will miss more than 3 classes.
	See Institutional Policies section for Emergency Preparedness for Academic Continuity.

Email Etiquette:	Emailing an Instructor is always a professional gesture. You are what you email. Your email messages to your instructor help shape their professional opinion about you. Make sure that it is a positive one. Each email you send should include:
	
	  o Appropriate greeting – Ms./Mr./Dr. (last name of instructor)
	
	  o Necessary information – Be clear and concise. Avoid spelling errors.
	
	  o Professional tone – Avoid being rude, disrespectful or demanding.
	
	  o Closing – Include your first and last name and the course for which you are registered. Emails sent through Blackboard automatically include the course.
	
	Note: Use only Blackboard USF email address – emails from any other account or cell phone will be deleted immediately.

Civility & Ground Rules:	All communication between instructor and students (including among students) must be respectful to all parties involved. Rude or disrespectful communication will not be tolerated and will be considered a disruption of the academic process (see undergraduate catalog).
Permission to Use Lectures:	This class is lecture based; additional university guidelines include the following: All unauthorized recordings of class are prohibited. Recordings that accommodate individual student special needs must be approved in advance and may be used for personal use during the semester only; redistribution is prohibited.
Instructor Expectations:	Students are expected to be responsible for their own learning in this course – you must keep up with course material and complete assignments by the stated deadlines. The instructor will post announcements relevant to course material through Blackboard and send emails via your USF email account. You are responsible for reading each announcement in its entirety. Students are expected to address concerns about any portion of the course/assignments in a timely manner. The end of the semester is not an appropriate time to discuss missed assignments or poor grades earned earlier in the semester. It is the students' responsibility to print forms to be completed in class. All other assignments may be submitted through Blackboard or SafeAssign as required.
Incomplete Policy:	See link: http://publichealth.usf.edu/academicaffairs/academic_procedures.html
Field Trip Policy:	Will be scheduled with appropriate peer-teams for community engagement. Carpooling is encouraged. All insurance and safety issues are the student's responsibility.

Schedule Change Policy:	This syllabus is a preliminary plan for the class and may require adjustment by the instructor. If necessary, some components of this syllabus may change. However, any such changes will be announced in Blackboard. The student is responsible for any such announced change.

INSTITUTIONAL POLICIES
The most recent version of the Institutional Policies information can be found on the Academic Affairs Forms page at http://health.usf.edu/publichealth/forms.html

Student Handbook:	http://www.sa.usf.edu/dean/docs/full handbook.pdf
Student Conduct:	According to the USF System Drug-Free Workplace standards of conduct, the unlawful manufacture, distribution, possession or use of alcohol or a controlled substance is prohibited on property of or in connection with any of the activities of the USF System. No employee/student is to report to work/class while under the influence of drugs or alcohol. Violation of the Drug-Free Workplace policy by an employee/student will be reason for evaluation/treatment for a drug/alcohol use disorder or for disciplinary action up to and including termination/expulsion in accordance with applicable collective bargaining agreements, policies and procedures, or referral for prosecution consistent with local, state, and federal law. Please consult our Drug-Free Workplace policy available at http://generalcounsel.usf.edu/policies-and-procedures/pdfs/policy-0-610.pdf and Student Code of Conduct at http://www.sa.usf.edu/srr/page.asp?id=88.
Local, State and Federal Laws and Penalties:	Federal, state, and local laws prohibit possession, use, and distribution of illegal drugs. Additionally, the law prohibits possession and use of alcohol by underage persons, distribution of alcohol to underage persons, sale of alcohol without a license, and driving under the influence of alcohol. Penalties for violation of drug laws include fines of thousands of dollars or more, imprisonment for up to 30 years and more, and other restrictions of civil liberties. More information about such legal sanctions is available in USF's Alcohol Policy, Section VIII at http://generalcounsel.usf.edu/policies-and-procedures/pdfs/policy-30-023.pdf.
Privacy of Student Records:	The Family Educational Rights and Privacy Act (FERPA) protects the privacy of student educational records and affords students certain rights to inspect, review, request amendment, consent to disclosure, and file complaints regarding their educational records. More information about FERPA protections is available on the Office of the Registrar web site at: http://www.registrar.usf.edu/presentation/ferpa_quiz/. Students also have the right under FERPA to refuse to permit USF to publish or disclose certain Directory Information items pertaining to them. Students can use the following web site, created by the Office of the Registrar, to view and control the level of disclosure for their Student Directory Information at https://www.registrar.usf.edu/privacy/.
Disruption of Academic Process/Academic Integrity of Students:	Disruption of the academic process and violations of the policies regarding academic integrity will not be tolerated. Review USF policies on Disruption of the Academic Process and the Academic Integrity of Students at: http://generalcounsel.usf.edu/regulations/pdfs/regulation-usf3.025.pdf

Academic Dishonesty/ Plagiarism:	**Plagiarism:**
	Plagiarism will not be tolerated and is grounds for failure. Review USF Academic Dishonesty and Disruption of Academic Process Policy at:
	Undergraduate:
	http://www.ugs.usf.edu/pdf/cat1112/20112012.pdf#page=62
	Graduate:
	http://www.grad.usf.edu/inc/linked-files/USF_Grad_Catalog_2011-2012.pdf#page=39
	The University of South Florida has an account with an automated plagiarism detection service (*SafeAssign*), which allows instructors and students to submit student assignments to be checked for plagiarism. All writing assignments will be submitted to this plagiarism detection service. Assignments are compared automatically with a database of journal articles, web articles, the internet and previously submitted papers. The instructor receives a report showing exactly how a student's paper was plagiarized.
	NOTE: An institution may not release a paper to a plagiarism detection software without the student's prior consent unless all personally identifiable information has been removed, such as a student's name, social security number, student number, etc.. Note that a paper/essay is considered an educational record and an institution may not ask a student to waive their rights under FERPA for the purpose of submitting papers to a plagiarism detection software.
	For more information about Plagiarism and *SafeAssign*, visit:
	Plagiarism tutorial: http://www.cte.usf.edu/plagiarism/plag.html
	SafeAssign: http://media.c21te.usf.edu/pdf/student/bbstud_subsafeassgn.pdf
	A word of caution: As you are working on your assignments in this course, be sure that you synthesize information into your own words and carefully paraphrase any information you find from any source. In the past, students have received no credit for completing an assignment because they plagiarized portions of their papers. Be sure that you are very careful not to plagiarize any portion of an assignment. The penalties for plagiarism are severe, and it is very difficult for a student's overall grade to recover if they receive a score of 0 on any assignment.
	Every so often I have a student that wants to make absolutely sure that they aren't plagiarizing, so they fill their paper with direct quotes. Quotes are fine, if correctly quoted and cited, but they should not make up the majority of any portion of a paper. As a general rule of thumb, direct quotes shouldn't take up more than 20% of a paper or any one requirement within a paper. The point of the paper is for you to synthesize the information yourself, not copy it word-for-word from somewhere else.
	Submitting a paper or segments of a paper of one's own authorship that has been previously turned in for another course assignment constitutes plagiarism. Students who wish to revise a prior work of their own authorship may do so, but are advised to modify the content of the earlier work significantly so that *Safe Assign* detects no more than 20% of the original work.

Cheating Statement:	The USF College of Public Health expects students to maintain academic honesty in all courses. By virtue of being registered in an public health course, students agree to refrain from cheating. If cheating in any form (academic dishonesty) is detected, appropriate action will be taken. (Refer to USF Academic Dishonesty Policy). Undergraduate: http://www.ugs.usf.edu/pdf/cat1112/20112012.pdf#page=67 Graduate: http://www.grad.usf.edu/inc/linked-files/USF_Grad_Catalog_2011-2012.pdf#page=39
Undergraduate Academic Policies and Procedures:	http://www.ugs.usf.edu/pdf/cat1112/08acapol.pdf
Special Accommodations:	Students in need of academic accommodations for a disability may consult with the office of Services for Students with Disabilities to arrange appropriate accommodations. Students are required to give reasonable notice (typically 5 working days) prior to requesting an accommodation. Students with Disabilities Services: http://www.sds.usf.edu/ Students: http://www.sds.usf.edu/students.asp Faculty: http://www.sds.usf.edu/faculty.asp
Holidays and Religious Observances	http://generalcounsel.usf.edu/policies-and-procedures/pdfs/policy-10-045.pdf
Emergency Preparedness:	In the event of an emergency, it may be necessary for USF to suspend normal operations. During this time, USF may opt to continue delivery of instruction through methods that include but are not limited to: Blackboard, Elluminate, Skype, and email messaging and/or an alternate schedule. It's the responsibility of the student to monitor Blackboard site for each class for course specific communication, and the main USF, College, and department websites, emails, and MoBull messages for important general information.
Student Grievance Procedure:	Review USF Academic Grievance Policy at: http://generalcounsel.usf.edu/policies-and-procedures/pdfs/policy-10-002.pdf Undergraduate: http://www.ugs.usf.edu/pdf/cat1112/20112012.pdf#page=62 Graduate http://www.grad.usf.edu/inc/linked-files/USF_Grad_Catalog_2011-2012.pdf#page=48 Student assistance is provided by Division of Student Affairs, Office of the Student Ombudsman. http://www.sa.usf.edu/ombudsman