KNES 601 – EPIDEMIOLOGY OF PHYSICAL ACTIVITY

Semester: Spring 2017  
Classroom: SPH 0301  
Time: Monday 4:00-6:30pm  
Instructor: Dr. Jennifer D. Roberts  
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Phone: 301-405-7748  
Email: jenrob@umd.edu  
Office Hours: By appointment  
Faculty Profile: http://sph.umd.edu/people/jennifer-d-roberts
Laboratory Webpage: www.sph.umd.edu/phoebelab

COURSE PRE- AND CO-REQUISITES:  
Required Pre-requisites: KNES 600, STAT 100 or equivalent undergraduate statistics course

REQUIRED TEXTS AND OTHER READINGS:  
No textbook will be required for this course. Required readings will consist primarily of journal articles. Articles will be available on KNES 601 Canvas site (www.elms.umd.edu).

COURSE CATALOG DESCRIPTION:  
This course entails an exploration of basic epidemiological study design, methods, and health outcomes in the field of physical activity.

COURSE DESCRIPTION:  
This course exposes students to epidemiological methods that are relevant to the study of physical activity. Basic epidemiological study design and methods and issues pertinent to the study of physical activity are presented early in the course. The classes are then structured to provide opportunity for in-depth analysis, critical thinking, and discussion on how epidemiological methods are used in studying physical activity behavior. Relationships between physical activity and physical and mental health outcomes will be examined. Additionally, this course will integrate concepts of sustainability by improving your literacy and overall fundamental awareness of sustainability within the context of physical activity epidemiology. Therefore, students will have the opportunity to reflect and critically examine physical activity epidemiological research findings by considering the social, political, economic, and environmental contexts that create and sustain health outcome disparities and inequities.

COURSE LEARNING OBJECTIVES:  
As a result of this course, students will be able to:  
A. Summarize methodological concerns related to epidemiology study of physical activity, including:  
   a. Physical activity assessment and measurement - Discuss physical activity measurement approaches and the strengths/limitations of various tools. Demonstrate understanding of methods to assess physical activity.  
   b. Study design  
   c. Surveillance of physical activity and inactivity
B. Apply epidemiological methods to the study of physical activity, including:
   a. Descriptive epidemiology - Identify current levels of physical activity across multiple populations. Describe the extent of physical inactivity in the population and compare prevalence among the different subgroups in the United States.
   b. Associations - Demonstrate understanding of the relationship between physical activity and health outcomes
   c. Evaluate dose-response relationships between physical activity and health outcomes.
   d. Identify common predictors of physical activity

C. Interpret current physical activity recommendations and the research used to develop those recommendations.

D. Critique strengths and weaknesses of epidemiological physical activity research presented in the literature (descriptive, association and intervention research) examining physical activity as an exposure and as an outcome.

E. Describe the social ecological approach to health-related behavior and environments.

F. Examine the consumption of physical activity goods and type of physical activity through a lens of environmental sustainability.

G. Develop and enhance professional oral and written communication skills

**MPH Degree Competencies Addressed in this Course:**

I. **Explain how physical activity integrates within the core areas of public health.** Students will be able to describe how the promotion of an active lifestyle can be accomplished within the various disciplines of public health.

II. **Apply evidence-based knowledge and understanding of the relation of physical activity to health and function across the life-span.** Students will be able to explain how exercise impacts physical and mental health in both healthy and diseased populations. This understanding will include the physiological, psychosomatic, and psychosocial dimensions that underlie these relationships.

III. **Utilize a conceptual understanding of social, behavioral, and cultural theories to promote and implement physical activity programs and policies.** Students will be able to describe how these theories impact participation in physical activity and apply them to optimize physical activity adoption and maintenance.

IV. **Evaluate the impact of physical activity and sedentary behavior at the community level.** Students will be able to use ecological methods to evaluate the association between patterns of physical activity and sedentary living within a community and various pediatric and adult indicators of health in that same community. Students will be able to describe ways of altering the built environment of a given community in order to promote more active living.

**Course Structure and Expectations:**

Class meetings will consist of lecture and discussion/activity time. Students are expected to attend all classes. Attendance is important for your success in this course. Class meetings will often include group discussion, and participation in these activities is included in the course grade. If it is known in advance that a class will be missed, the student is expected to inform the instructor. Students are responsible for obtaining information from the missed class from a source other than the instructor.

Students are expected to complete all assigned readings and homework assignments prior to class.
Students are expected to complete course assignments on time. Assignments turned in late without prior approval of the instructor will have points deducted. Assignments are expected on the due date regardless of the student's class attendance.

Students are expected to give the instructor and other students their respectful attention.

**COURSE REQUIREMENTS:**
Students will be graded from successful completion of course assignments, class participation, and a final culminating project. These assignments, which will be **HIGHLIGHTED IN YELLOW** in the course schedule table, will be due in class unless otherwise noted. Grades will be determined on a 100-point scale by the following breakdown:

- Assignment A - PHYSICAL ACTIVITY PREVALENCE PAPER (15%) – DUE FEBRUARY 20
- Assignment B - PHYSICAL ACTIVITY ASSESSMENT PAPER (25%) – DUE MARCH 13
- Assignment C - PHYSICAL ACTIVITY AND HEALTH OUTCOME PAPER (20%) – DUE APRIL 3
- Assignment D - PHYSICAL ACTIVITY AND THE BUILT ENVIRONMENT PAPER (25%) – DUE MAY 1
- Final Presentation - PHYSICAL ACTIVITY EPIDEMIOLOGY PRESENTATION (15%) – DUE MAY 8

**GRADING PROCEDURE:**
The points earned in the above weighted categories on the following scale will determine grades:

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<tr>
<th>LETTER GRADE</th>
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<tr>
<td>A</td>
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<td>D</td>
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<td>F</td>
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**CLASS PARTICIPATION:**
Students are required to complete all reading assignments before class. All readings will be available electronically. Active class participation is required by students, which includes preparation for each class with reading assignment completion and notes in addition to engagement with others in class discussions.

Every student will also be assigned individual and group presentations throughout the semester. These presentations, which will be **HIGHLIGHTED IN BLUE** in the course schedule table, will begin each class and may be in the form of a Power Point presentation or student lead discussion.

**COURSE ASSIGNMENTS:**
Additional information and guidelines regarding course assignments will be available in class and on Canvas at appropriate times throughout the semester. However, provided below are general descriptions of Assignments A-D and the Final Presentation. Students are expected to integrate information from lectures, readings and discussions into their assignments.

**ASSIGNMENT A – PHYSICAL ACTIVITY PREVALENCE PAPER**
As a state employee of a state health department of your choice (e.g. Maryland Department of Health and Mental Hygiene), you need to provide a summary report of physical (in)activity prevalence and patterns of state residents to your Health Department Director. This can be done using data available on the state and national websites, published research papers that may include state-level information and the epidemiological principles that have been discussed in class. You will then write a 3-4 page summary report thoroughly describing the physical activity levels, including appropriate data values of state residents as a whole as
well as represented subgroups (e.g. race, age, sex) and patterns across groups or over time as available. You are encouraged to include tables/figures to complement the text.

**ASSIGNMENT B – PHYSICAL ACTIVITY ASSESSMENT PAPER**

You will compare and contrast different approaches to assessing physical activity and assess your own physical activity habits. While focusing specifically on the domain of active transportation, you will also experience and reflect on the environment impacts of engaging in this type of physical activity. There are two parts to this assignment that will occur during two different weeks. Part I includes administering a physical activity instrument to three friends and yourself (n=4) and keeping a 3-day diary of your physical activity habits. During Part II of this assignment, you will keep a 3-day diary of a change in your active transportation. For three days, you will need to eliminate passive transportation and only use active transportation (walking, biking and/or using public transportation) to transport yourself. For Part I and Part II, you will use the Compendium of Physical Activities to determine your MET minutes/day of your activity (only active transportation for Part II) and will wear a pedometer to tally each day’s step counts (only active transportation for Part II). In order to examine the environmental impacts of active transportation, you will also calculate your reduced carbon footprint from the elimination of your car or motorbike transportation in Part II of this assignment. For this assignment, you will write a 5-6 page commentary thoroughly describing your friends and their physical activity, the physical activity tools used, your physical activity habits, and your experience in changing your active transportation levels as well as the environmental impact of using active transportation. You are also encouraged to discuss the inequities of adopting active transportation habits (e.g. cost, time, accessibility).

**ASSIGNMENT C – PHYSICAL ACTIVITY AND HEALTH OUTCOME PAPER**

Using 8-10 empirical studies, you will prepare a 5-6 page discussion on physical activity and its relationship with a health outcome of your choosing; each student must have a unique topic. The paper should include a summary of the evidence presented and focus on the epidemiological evidence of the relationship between physical activity and the health outcome. Additionally, you will chose two research papers from your 8-10 articles (one published before 1995 and the other published after 2010) and critique the articles with a focus on study methodology.

**ASSIGNMENT D – PHYSICAL ACTIVITY AND BUILT ENVIRONMENT PAPER**

The Active Neighborhood Checklist is a user-friendly observational tool designed to assess five general neighborhood feature categories that are associated with physical activity behaviors. These five general categories include: (1) land use, (2) public transit stops, (3) street characteristics, (4) quality of the environment for a pedestrian, and (5) places to walk/bicycle. You will use the Active Neighborhood Checklist to assess and compare the neighborhood features in two communities (e.g. Prince George’s County neighborhood vs. DC neighborhood). In addition to using the Active Neighborhood Checklist, you will also take photographs highlighting built environment elements of the neighborhood. Using a zip code, address or neighborhood name in each of your two communities, you will also assess walkability within each of your communities using Walk Score. You will complete this assessment and write a 5-6 page paper describing and comparing the community environments, population of the communities and the physical activity potential for each community accompanied with 10 photographs. Active Neighborhood Checklist - [http://activelivingresearch.org/active-neighborhood-checklist](http://activelivingresearch.org/active-neighborhood-checklist)

**FINAL PRESENTATION – PHYSICAL ACTIVITY EPIDEMIOLOGY PRESENTATION**

The details of this presentation will be discussed in class.
COURSE OUTLINE:
In this course, we will work through the following content areas:

Course Organization:

SESSIONS 1 - 4

EPIDEMIOLOGICAL METHODS / PHYSICAL ACTIVITY MEASUREMENT / DESCRIPTIVE EPIDEMIOLOGY

SESSIONS 5 - 10

ASSOCIATIONS BETWEEN PHYSICAL ACTIVITY AND HEALTH OUTCOMES

SESSIONS 11 - 14

PHYSICAL ACTIVITY BEHAVIOR - INFLUENCES AND OPPORTUNITIES FOR CHANGE

Please see “Course Schedule and Readings” at the end of syllabus for specific assignments and dates. Each week readings will be assigned and it is expected students will complete the readings before class.

Course Schedule, Readings and Assignments

SESSION 1

INTRODUCTION: REVIEW OF EPIDEMIOLOGY, PHYSICAL ACTIVITY EPIDEMIOLOGY

Readings:


Learning Objectives for Session:
1) Summarize methodological concerns related to epidemiology study of physical activity.
2) Apply epidemiological methods to the study of physical activity.
3) Interpret current physical activity recommendations and the research used to develop those recommendations.

MPH Program Competencies 1,2,3,4

SESSION 2

PHYSICAL ACTIVITY ASSESSMENT - GUEST LECTURE: DR. JENNIE PHILLIPS

Individual Participation:
✓ Each student will bring in one article describing a physical activity instrument and be prepared to briefly discuss (approximately 5 min) in what circumstances it would be appropriate for use. Post the article on Canvas no later than 12:00 pm on Friday, February 3rd.

Readings:


**Learning Objectives for Session:**
1) Summarize methodological concerns related to epidemiology study of physical activity.
2) Apply epidemiological methods to the study of physical activity.
3) Critique strengths and weaknesses of epidemiological physical activity research presented in the literature (descriptive, association and intervention research) examining physical activity as an exposure and as an outcome.
4) Develop and enhance professional oral and written communication skills

**MPH Program Competencies 1,2,4**

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**SESSION 3**

**FEBRUARY 13**

**PHYSICAL ACTIVITY INVESTIGATIONS: BIAS AND CONFOUNDING**

**Readings:**


**Learning Objectives for Session:**
1) Summarize methodological concerns related to epidemiology study of physical activity.
2) Critique strengths and weaknesses of epidemiological physical activity research presented in the literature (descriptive, association and intervention research) examining physical activity as an exposure and as an outcome.
3) Develop and enhance professional oral and written communication skills

**MPH Program Competencies 1,2**

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**SESSION 4**

**FEBRUARY 20**

**PREVALENCE OF PHYSICAL ACTIVITY AND FITNESS: SURVEILLANCE METHODS**

**Assignments Due:**
- ✔ Assignment A - PHYSICAL ACTIVITY PREVALENCE PAPER

**Group Participation:**
- ✔ Small groups of students will identify a NHANES, BRFSS, or YRBS article prior to class and be prepared to briefly (approximately 10 min) present results. **Post the article on Canvas no later than 12:00 pm on Friday, February 17th.**

**Readings:**
**Group 1** - Find recent NHANES report on physical activity. Must be a published article, may also include a web-based report. Present results to class.

**Group 2** - Find recent BRFSS report on physical activity. Must be a published article, may also include a web-based report. Present results to class.

**Group 3** - Find recent YRBS report on physical activity. Must be a published article, may also include a web-based report. Present results to class.
Group 4 - Find NHANES report on physical fitness in children and adults. Present results to class.

Class Discussion - Is there agreement on physical activity prevalence? Why or why not?

Learning Objectives for Session:
1) Summarize methodological concerns related to epidemiology study of physical activity.
2) Apply epidemiological methods to the study of physical activity.
3) Critique strengths and weaknesses of epidemiological physical activity research presented in the literature (descriptive, association and intervention research) examining physical activity as an exposure and as an outcome.
4) Develop and enhance professional oral and written communication skills

MPH Program Competencies 1,2

SESSION 5 FEBRUARY 27

PHYSICAL ACTIVITY AND MORTALITY

Group Participation:
✓ Small groups of students will find an article (2005 or later) that examines the relationship between physical (in)activity and risk of mortality. Be prepared to briefly (approximately 10 min) present the article’s presence of epidemiological principles, including bias an confounding to the class. Post the article on Canvas no later than 12:00 pm on Friday, February 23rd.

Readings:


Learning Objectives for Session
1) Summarize methodological concerns related to epidemiology study of physical activity.
2) Apply epidemiological methods to the study of physical activity.
3) Interpret current physical activity recommendations and the research used to develop those recommendations.
4) Critique strengths and weaknesses of epidemiological physical activity research presented in the literature (descriptive, association and intervention research) examining physical activity as an exposure and as an outcome.
5) Develop and enhance professional oral and written communication skills

MPH Program Competencies 2,4

SESSION 6 MARCH 6

PHYSICAL ACTIVITY AND CANCER - GUEST LECTURE: DR. CHER DALLAL

Readings:
TBD

Learning Objectives for Session:
1) Summarize methodological concerns related to epidemiology study of physical activity.
2) Apply epidemiological methods to the study of physical activity.
3) Interpret current physical activity recommendations and the research used to develop those recommendations.
4) Critique strengths and weaknesses of epidemiological physical activity research presented in the literature (descriptive, association and intervention research) examining physical activity as an exposure and as an outcome.
5) Develop and enhance professional oral and written communication skills

MPH Program Competencies 2,4

SESSION 7 MARCH 13

PHYSICAL ACTIVITY, DIABETES, METABOLIC DISORDERS, AND OBESITY
Assignments Due:
✓ Assignment B - PHYSICAL ACTIVITY ASSESSMENT PAPER

Readings:


Learning Objectives for Session:
1) Summarize methodological concerns related to epidemiology study of physical activity.
2) Apply epidemiological methods to the study of physical activity.
3) Interpret current physical activity recommendations and the research used to develop those recommendations.
4) Critique strengths and weaknesses of epidemiological physical activity research presented in the literature (descriptive, association and intervention research) examining physical activity as an exposure and as an outcome.
5) Develop and enhance professional oral and written communication skills

MPH Program Competencies 2,4

SESSION 8  
MARCH 27

PHYSICAL ACTIVITY AND CARDIOVASCULAR DISEASE

Readings:


Learning Objectives for Session:
1) Summarize methodological concerns related to epidemiology study of physical activity.
2) Apply epidemiological methods to the study of physical activity.
3) Interpret current physical activity recommendations and the research used to develop those recommendations.
4) Critique strengths and weaknesses of epidemiological physical activity research presented in the literature (descriptive, association and intervention research) examining physical activity as an exposure and as an outcome.


intervention research) examining physical activity as an exposure and as an outcome.

5) Develop and enhance professional oral and written communication skills

**MPH Program Competencies 2,4**

**SESSION 9  APRIL 3**

### PHYSICAL ACTIVITY AND MENTAL HEALTH

**Assignments Due:**
- Assignment C - PHYSICAL ACTIVITY AND HEALTH OUTCOME PAPER

**Readings:**


**Learning Objectives for Session:**
1) Summarize methodological concerns related to epidemiology study of physical activity.
2) Apply epidemiological methods to the study of physical activity.
3) Interpret current physical activity recommendations and the research used to develop those recommendations.
4) Critique strengths and weaknesses of epidemiological physical activity research presented in the literature (descriptive, association and intervention research) examining physical activity as an exposure and as an outcome.
5) Develop and enhance professional oral and written communication skills

**MPH Program Competencies 2,4**

**SESSION 10  APRIL 10**

### CORRELATES/PREDICTORS OF PHYSICAL ACTIVITY

**Individual Participation:**
- Each student will chose a primary source, empirical study with the primary purpose of examining determinant/correlate(s) of physical activity or sedentary behavior in any population group and be prepared to briefly (approximately 5 min) discuss the findings. **Post the article on Canvas no later than 12:00 pm on Friday, April 7th.**

**Readings:**


**Learning Objectives for Session:**
1) Summarize methodological concerns related to epidemiology study of physical activity.
2) Apply epidemiological methods to the study of physical activity.
3) Critique strengths and weaknesses of epidemiological physical activity research presented in the literature (descriptive, association and intervention research) examining physical activity as an exposure and as an outcome.
4) Describe the social ecological approach to health-related behavior and environments.
5) Develop and enhance professional oral and written communication skills

**MPH Program Competencies 1,2,3**
SESSION 11

OTHER WAYS OF THINKING ABOUT RISK - GUEST LECTURE: DR. SHANNON JETTE

Individual Participation:

✓ Each student will post a popular news representation of epidemiology and be prepared to briefly (approximately 5 min) discuss. Post the article on Canvas no later than 12:00 pm on Friday, April 14th.

Readings:
TBD

Learning Objectives for Session:
1) Summarize methodological concerns related to epidemiology study of physical activity.
2) Apply epidemiological methods to the study of physical activity.
3) Interpret current physical activity recommendations and the research used to develop those recommendations.
4) Critique strengths and weaknesses of epidemiological physical activity research presented in the literature (descriptive, association and intervention research) examining physical activity as an exposure and as an outcome.
5) Describe the social ecological approach to health-related behavior and environments.
6) Develop and enhance professional oral and written communication skills

MPH Program Competencies 1,2,3,4

SESSION 12

PHYSICAL ACTIVITY AND THE ENVIRONMENT: IS THERE AN ASSOCIATION?

Readings:
  Chapter 1. What is sprawl? What does it have to do with health?
  Chapter 2. The origins of sprawl.

Learning Objectives for Session:
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2) Apply epidemiological methods to the study of physical activity.
3) Critique strengths and weaknesses of epidemiological physical activity research presented in the literature (descriptive, association and intervention research) examining physical activity as an exposure and as an outcome.
4) Describe the social ecological approach to health-related behavior and environments.
5) Develop and enhance professional oral and written communication skills

MPH Program Competencies 1,3,4

SESSION 13

PHYSICAL ACTIVITY RECOMMENDATIONS AND RIGHT TO RECREATION POLICIES

Assignments Due:
✓ Assignment D - PHYSICAL ACTIVITY AND THE BUILT ENVIRONMENT PAPER

Readings:


**Learning Objectives for Session:**
1) Summarize methodological concerns related to epidemiology study of physical activity.
2) Apply epidemiological methods to the study of physical activity.
3) Interpret current physical activity recommendations and the research used to develop those recommendations.
4) Critique strengths and weaknesses of epidemiological physical activity research presented in the literature (descriptive, association and intervention research) examining physical activity as an exposure and as an outcome.
5) Develop and enhance professional oral and written communication skills

**MPH Program Competencies 1,2,3,4**

**SESSION 15**

**FINAL ASSESSMENT**

**Assignments Due:**
✓ Final Project - PHYSICAL ACTIVITY EPIDEMIOLOGY PRESENTATION

**Additional Resources and Support**
2. Canvas Course information, assignment guidelines, and numerous links to helpful information will be available on Canvas (www.elms.umd.edu)
4. The kinesiology library specialist (McKeldin Library) Nedelina Tchangalova, email: nedelina@umd.edu
5. University of Maryland Writing Center 0125 Taliaferro Hall, x53785 http://english.umd.edu/programs/WritingCenterWebsite/index.htm
15. See CANVAS modules for further reading suggestions
Absence Policy
It is the policy of the university to excuse the absences of students that result from the following causes: illness of the student, or illness of a dependent as defined by Board of Regents policy on family and medical leave; religious observance (where the nature of the observance prevents the student from being present during the class period); participation in university activities at the request of university authorities; and compelling circumstance beyond the students control. Students claiming excused absence must apply in writing and furnish documentary support for their assertion that absence resulted from one of these causes.

In accordance with university policy, if you are absent for a single lecture due to illness or some form of personal or family emergency, this absence will be considered “excused” and the instructor will accept a note from you, attesting to the date of the illness/incident, along with an acknowledgement that the information is true. Whenever feasible, you should try to contact the instructor in advance.

Major Scheduled Grading Events and Prolonged Absences. Students who miss a Major Scheduled Grading Event due any University excused absence must provide appropriate documentation. Students who miss Major Scheduled Grading Event due to illness or who have a prolonged absence due to illness (multiple consecutive absences due to the same illness) shall be required to provide his or her instructor with written documentation of the illness from the University Health Center or from his or her own health care provider. The University Health Center or health care provider shall verify dates of treatment and indicate the dates the student was unable to meet academic responsibilities.

For complete information on the university’s absence policy see http://www.president.umd.edu/policies/v100g.html and the Undergraduate Catalog at http://www.umd.edu/catalog/index.cfm/show/content.section/c/27/ss/1584/s/1540

For this course the Major Scheduled Grading Events include:
1. Physical activity epidemiology presentation - **MAY 8**
2. Individual class participation presentations - **FEBRUARY 6, APRIL 10, 17**

Late work and Missed Exams / Assignments
Unexcused late work will not be eligible for full credit. Please communicate any issues with assignment due dates with Dr. Roberts as soon as you are aware of them. Written work is expected on the due date regardless of a student’s presence in class. If a student is absent on a due date, he or she must make arrangements to get the work to Dr. Roberts.

• Presentations may be made up only in the event of a documented, excused absence.
• Unexcused late work will be accepted for a period of one week beyond the due date, and will be penalized 10% per day.

University absence policies apply for assignments. In order to be eligible for make-up, students must have an excused absence and must communicate with the instructor as soon as reasonably possible.

Email – The Official University Correspondence
**Verify your email address** by going to www.my.umd.edu.

All enrolled students are provided access to the University’s email system and an email account. **All official University email communication will be sent to this email address** (or an alternate address if provided by the student). Email has been adopted as the primary means for sending official
communications to students, so email must be checked on a regular basis. Academic advisors, faculty, and campus administrative offices use email to communicate important and time-sensitive notices.

Students are responsible for keeping their email address up to date or for redirecting or forwarding email to another address. Failure to check email, errors in forwarding email, and returned email (from “full mailbox” or “unknown user” errors for example), will not excuse a student from missing University announcement, messages, deadlines, etc. Email addresses can be quickly and easily updated at www.my.umd.edu or in-person at the Student Service Counter on the first floor of the Mitchell Building.

For technical support for University email: www.helpdesk.umd.edu or call 301-405-1400.

Religious Observances
The University System of Maryland policy provides that students should not be penalized because of observances of their religious beliefs; students shall be given an opportunity, whenever feasible, to make up within a reasonable time any academic assignment that is missed due to individual participation in religious observances. It is the student’s responsibility to inform the instructor at the beginning of the semester or at least one week in advance of any intended absences for religious observance.

The policy that includes information about Religious Observance is available at: http://www.president.umd.edu/policies/iii510a.html

Special Accommodations / Disability Support Services
If you have a documented disability and wish to discuss academic accommodations for test taking or other needs, you will need documentation from Disability Support Service (301-314-7682). If you are ill or encountering personal difficulties, please let the instructor know as soon as possible. You can also contact Learning Assistance Services (301-314-7693) and/or the Counseling Center (301-314-7651) for assistance.

The University services for students with disabilities is available on: http://www.counseling.umd.edu/DSS/avail_services.html

Academic Integrity
The University's code of academic integrity is designed to ensure that the principle of academic honesty is upheld. Any of the following acts, when committed by a student, constitutes academic dishonesty:

- CHEATING: intentionally using or attempting to use unauthorized materials, information, or study aids in an academic exercise.
- FABRICATION: intentional and unauthorized falsification or invention of any information or citation in an academic exercise.
- FACILITATING ACADEMIC DISHONESTY: intentionally or knowingly helping or attempting to help another to violate any provision of this code.
- PLAGIARISM: intentionally or knowingly representing the words or ideas of another as one's own in any academic exercise.

For more information see: http://www.shc.umd.edu/code.html

The Honor Pledge is a statement undergraduate and graduate students should be asked to write by hand and sign on examinations, papers, or other academic assignments. The Pledge reads:
I pledge on my honor that I have not given or received any unauthorized assistance on this assignment/examination.

The University of Maryland, College Park has a nationally recognized Code of Academic Integrity, administered by the Student Honor Council. This Code sets standards for academic integrity at Maryland for all undergraduate and graduate students. As a student you are responsible for upholding these standards for this course. It is very important for you to be aware of the consequences of cheating, fabrication, facilitation, and plagiarism. For more information on the Code of Academic Integrity or the Student Honor Council, please visit http://www.shc.umd.edu.

Copyright Notice
Class lectures and other materials are copyrighted by me, the course instructor. This includes all tangible course materials, including but not limited to written or recorded lecture, PowerPoint presentations, handouts, tests, and other assignments. These materials may not be reproduced (e.g. students may not copy and distribute these materials) for anything other than personal use without my explicit written permission.

Inclement Weather / University Closings
In the event that the University is closed for an emergency or extended period of time, the instructor will communicate to students regarding schedule adjustments, including rescheduling of examinations and assignments due to inclement weather and campus emergencies. Official closures and delays are announced on the campus website (http://www/umd.edu) and snow phone line (301-405-SNOW), as well as local radio and TV stations.

Course Evaluations
The University, the School of Public Health, and the Department of Kinesiology are committed to the use of student course evaluations for improving the student experience, course and curriculum delivery, and faculty instruction. Your evaluations help instructors improve their courses; help deans and department chairs decide on merit pay for faculty, renewal of contracts, and support tenure and promotion decisions; and help current and future students decide on classes. The system (www.CourseEvalUM.umd.edu) will open toward the end of the semester and close prior to final exams; specific dates will be announced during the semester.

Your participation in the evaluation of courses through CourseEvalUM is a responsibility you hold as a student member of our academic community. Your feedback is confidential and important to the improvement of teaching and learning at the University By completing all of your evaluations each semester, you will have the privilege of accessing the summary reports for thousands of courses online.

Use of cell phones and MP3/IPods in the classroom
Use of all personal technological devices for text messaging, instant messaging, emailing, personal entertainment (and related activities) is prohibited. This behavior is not only likely to negatively affect the ongoing discussions during class, but is also disruptive to students sitting in your vicinity. The instructor reserves the right to prevent use of these devices.