

UMBC UGC New Course Request: EHS 340 – Cultural Diversity in Healthcare

Date Submitted: 02/1/2019

Proposed Effective Date: Fall 2019

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COURSE INFORMATION:

Course Number(s)	EHS 340
Formal Title	Cultural Diversity in Healthcare
Transcript Title (≤30c)	Cultural Diversity Healthcare
Recommended Course Preparation	None
Prerequisite NOTE: Unless otherwise indicated, a prerequisite is assumed to be passed with a "D" or better.	Any 100- or 200-level GEP SS with a grade of C or better
# of Credits Must adhere to the UMBC Credit Hour Policy	3
Repeatable for additional credit?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Max. Total Credits	3 <small>This should be equal to the number of credits for courses that cannot be repeated for credit. For courses that may be repeated for credit, enter the maximum total number of credits a student can receive from this course. E.g., enter 6 credits for a 3 credit course that may be taken a second time for credit, but not for a third time. Please note that this does NOT refer to how many times a class may be retaken for a higher grade.</small>
Grading Method(s)	<input checked="" type="checkbox"/> Reg (A-F) <input type="checkbox"/> Audit <input type="checkbox"/> Pass-Fail

PROPOSED CATALOG DESCRIPTION (Approximately 75 words in length. Please use full sentences.):

The goal of the medical system is to provide equal and optimal care for patients of different cultural and ethnic backgrounds. This course will give the student some idea of the range of cultural behaviors and the need to understand differing patients' actions from the perspective of the healthcare provider. Students will also explore some alternatives when it comes to providing culturally competent empathy. The purpose of this class is to increase the student's familiarity and comfort with concepts of cultural analysis, and to show how these notions can increase awareness and understanding of others', as well as their own life experiences in the healthcare setting.

RATIONALE FOR NEW COURSE:

In the healthcare field you will come across patients from every corner of the earth and every race, nationality, religion, etc. You are exposed to many different cultures on a daily basis and sometimes that can affect how you will manage patient care, how you will interview, or how you will obtain information from the patient. This course can act as the first exposure of cultural competence to future paramedics, nurses, doctors, physician assistants, social workers or any other healthcare professional that comes from UMBC. This course will explain *why* users of the healthcare system act as they do in regards to receiving care and that they are not trying to be deliberately annoying. People are simply behaving according to what is appropriate within their culture when dealing with different aspects of their health care. This course will ***NOT*** give any patient care advice such as assessments, treatments, and/or diagnosing patient conditions. The purpose of this class is to increase the student's familiarity and comfort with concepts of cultural analysis, and to show how these notions can increase awareness and understanding of others', as well as their own life experiences in the healthcare setting.

This course would be offered during the Fall, Spring and Summer semesters in an online – asynchronous format. It is the hope that this course would also obtain the GEP – Culture designation

Presently there is not a GEP – Culture course that has to do with healthcare in a global setting talking about many different cultures. Since all students need at least 1 GEP – Culture class this could be used by many students on campus from many different degrees. Hopefully we would attract the interest of our science majors, social work, HAPP and others that have an interest in the healthcare setting of some type.

A prerequisite of 1 GEP – SS course at the 100- or 200-level is added to this course so the student will have been exposed to at least one class that talks of people on a broad spectrum with different attitudes, belief and social behaviors. It is at the 300 level to assist our students in achieving the 45 upper-level credit requirement, especially our transfer students who may struggle with that requirement.

ATTACH COURSE SYLLABUS (mandatory):



**EHS – 340 Cultural Diversity in Healthcare
Syllabus Spring 2019**

Online Class - Blackboard

Faculty

Instructor: Gary B. Williams, Jr., B.S., NRP
Office: Sherman Hall, Room 309
Telephone: Office: 410-455-1659
Email: garywil1@umbc.edu
Office Hours: Tuesday & Thursday 3pm – 5pm or by appointment

Course Description

The goal of the medical system is to provide optimal care for all patients. In a multiethnic society, this goal can be accomplished if people working in the health care field have a basic understanding of why certain cultures do the things that they do. This course will give the student some idea of the range of cultural behaviors and the need to understand others' actions from the perspective of the other person's culture. Students will also explore some alternatives when it comes to providing culturally competent care.

Course Objectives

1. Be able to identify cultural competence
2. Assess cultural factors that influence the individuals, families, and community's orientation to the health care system in the United States.
3. Identify areas of potential conflict between the health care system and a patient's cultural beliefs and values.
4. Explain cultural factors that could affect the relationship between the health care system and patient's.
5. Use knowledge of health-related cultural/ethnic beliefs, values, and practices in order to appropriately work with patients of culturally and ethnically diverse populations.
6. Explain to others the meaning, significance, and value of specific cultural differences pertaining to healthcare.
7. Employ critical thinking within the context of cultural diversity in healthcare.

Required Textbooks

Caring for Patients from Different Cultures, 5th Edition by Geri-Ann Galanti
ISBN - 9780812223118

Course Prerequisites

There are no prerequisites for this course.

Course Expectations

This is an online course, meaning that most of the course work will be conducted online. Expectations for performance in an online course are the same as for a traditional course; in fact, online courses require a degree of self-motivation, self-discipline, and technology skills that can make them more demanding for some students.

When you sign up for this online course you are expected to be sufficiently computer savvy to keep your computer in a condition that can well support the software used in this course. You are responsible for having access to a well-functioning computer. This is of utmost importance, especially with regards to the online tests. The professor does not allow for retakes of tests or give extra credit when students perform poorly due to computer problems.

If you are not sufficiently computer savvy to meet these conditions, or have access to a good computer, you may wish to reconsider taking an online course. You are required to complete the syllabus quiz, which can be found under the “Start Here” folder. This syllabus quiz will ensure that you understand some key points from this syllabus but that you also know how to take an online quiz and it is compatible with Blackboard.

Students are expected to:

- **Review the how to get started information** located in the Start Here folder
- **Introduce yourself to the class** during the first week by posting a self introduction in the appropriate discussion forum
- **Take the syllabus quiz** to ensure that your computer is compatible with Blackboard and that you have read the syllabus
- **Interact** online with instructor/s and peers
- **Review** and follow the course calendar
- Log in to the course **at least two times** per week
- Respond to discussion boards, blogs and journal posting within **two days**
- Respond to **emails/messages** within **two days**
- Submit assignments by the corresponding deadline

The instructor will:

- Log in to the course **twice** per week
- Respond to discussion boards questions and postings within **one week**
- Respond to **emails/messages** within **48 hours (2 days)**
- Grade assignments within **two weeks** of the assignment deadline unless otherwise noted.

Grading

The final course grade will be calculated based on all graded assignments as detailed below:

Course Requirements	Weight
Weekly Discussion Board Posts	15%
Research Paper Topic	5%
Annotated Bibliography	18%
Research Paper	33%
Mid-Term Exam	10%

Final Exam	20%
Total	100%

Letter Grade	Range
A	100 – 90
B	89 – 80
C	79 – 70
D	69 – 60
F	59 – 0

Course Calendar

The Fall 2019 term at UMBC starts on Wednesday August 28th and ends on Tuesday December 10th.

Holidays, inclement weather and all other events that might impact an in-class section deadlines are not recognized for this online course. This includes Spring Break, Federal Holidays, Thanksgiving, Sandra Bullock’s Birthday, Arbor Day, etc.

Each course week starts on a **Wednesday** and ends on a **Tuesday** at 11:59pm EST/EDT (UMBC time zone).

The deadline for all weekly posts is **Tuesday** evening at 11:59pm EST/EDT (UMBC time zone).

Weekly Schedule	
DATE	TASKS
Week 1: August 28 – September 3	<ul style="list-style-type: none"> • Read Chapter 1 – Basic Concepts • Review the Start Here folder located in the course content • Review the course syllabus in its entirety and understand your expectations for this course • Take the syllabus quiz located in the Start Here folder • Introduce yourself to the class during the first week by posting a self-introduction in the appropriate discussion forum.
Week 2: September 4 – 10	<ul style="list-style-type: none"> • Read Chapter 2 – Communication and Time Orientation • Reflect, Post and Respond to the weekly discussion board topic
Week 3: September 11 – 17	<ul style="list-style-type: none"> • Read Chapter 3 - Pain • Research Paper Topic due 9/17/2019 11:59pm • Reflect, Post and Respond to the weekly discussion board topic

Week 4: September 18 – 24	<ul style="list-style-type: none"> • Read Chapter 4 – Religion and Spirituality • Reflect, Post and Respond to the weekly discussion board topic
Week 5: September 25 – October 1	<ul style="list-style-type: none"> • Read Chapter 5 – Activities of Daily Living and the Body • Reflect, Post and Respond to the weekly discussion board topic
Week 6: October 2 – 8	<ul style="list-style-type: none"> • Read Chapter 6 – Family • Reflect, Post and Respond to the weekly discussion board topic
Week 7: October 9 – 15	<ul style="list-style-type: none"> • Read Chapter 7 – Men and Women • Reflect, Post and Respond to the weekly discussion board topic
Week 8: October 16 – 22	<ul style="list-style-type: none"> • Complete Mid-Term Exam this week Due 10/22/2019 11:59pm • Reflect, Post and Respond to the weekly discussion board topic
Week 9: October 23 – 29	<ul style="list-style-type: none"> • Read Chapter 8 – Staff Relations • Annotated Bibliography due 10/29/2019 11:59pm • Reflect, Post and Respond to the weekly discussion board topic
Week 10: October 30 – November 5	<ul style="list-style-type: none"> • Read Chapter 9 – Birth • Reflect, Post and Respond to the weekly discussion board topic
Week 11: November 6 – 12	<ul style="list-style-type: none"> • Read Chapter 10 – End of Life • Reflect, Post and Respond to the weekly discussion board topic
Week 12: November 13 – 19	<ul style="list-style-type: none"> • Read Chapter 11 – Mental Health • Reflect, Post and Respond to the weekly discussion board topic
Week 13: November 20 – 26	<ul style="list-style-type: none"> • Read Chapter 12 – Traditional Medicine: Practices and Perspectives • Reflect, Post and Respond to the weekly discussion board topic
Week 14: November 27 – December 3	<ul style="list-style-type: none"> • Read Chapter 13 – Improving Adherence • Research Paper due 12/3/2019 11:59pm • Reflect, Post and Respond to the weekly discussion board topic
Week 15: December 4 – 10	<ul style="list-style-type: none"> • Read Chapter 14 – Making a Difference • Reflect, Post and Respond to the weekly discussion board topic
Final Exam Week December 12 – 19	<ul style="list-style-type: none"> • Complete course final exam, due 12/19/19 11:59pm

Weekly Discussion Board Posts

There is one Discussion Board Topic each week. Discussion Board Topics give students the opportunity to strengthen their ability to communicate effectively in writing. Students should answer the question posted in the Discussion Board Topic and comment on responses made by other students. Students are expected to post contributions that are well thought out, well written, and that apply the principles of effective communication.

The instructor is expected to facilitate discussions between student and instructor, student and student, and groups of students. *The role of the instructor is not to answer every comment or question but to frame issues and extend the discussions through leading and directed questions.*

Here is what is expected of you:

- Students are expected to log on and participate in weekly Discussion Board Topics at least twice a week. A student should post their initial response Saturday at 11:59pm.
- Post one separate response to a classmate no later than the deadline for each week. Your contributions to the Discussion Board Topic are worth 20 points for each week for a total of 14% of your final grade. There is NO MAKE-UP option for participation in the weekly Discussion Board Topics. Students cannot be given "other assignments" or extra credit to "make-up" for not being able to participate.
- Be respectful of other's ideas, opinions, and beliefs. It's fine to disagree with someone, but please respect their right to think differently.
- Avoid posting simple two or three word statements such as "I agree" or "Good point". If you think someone has made an especially strong point and you want to say so, and then explain why by adding a few sentences describing your response or adding to the original post.
- A discussion posting that demonstrates substance contributes to the understanding and application of ideas by doing one or more of the following:
 1. Reflection about meaning: Describe thoughtfully what something means or new insights it provides, or raise a question as a seed for clarification or further discussion.
 2. Analysis: Discusses relevant themes, concepts, main ideas, components, or relationships by adding among ideas. Or, identifies hidden assumption or fallacies in reasoning.
 3. Elaboration: Builds on different ideas found in readings by adding details, examples, a different viewpoint, or other relevant information.
 4. Application: Provides examples of how principles or concepts can be applied to actual classroom situation, or discuss the implications of theory for practice.
 5. Synthesis: Integrates multiple views to provide a summary, a new perspective, or a creative refashioning of ideas.
 6. Evaluation: Assess the accuracy, reasonableness, or quality of ideas.

Your comments will be graded on their substance and thoughtfulness, and should reflect appropriate application of emerging knowledge and vocabulary in the topic area. Each posting should add value to the discussion. Adding value to the discussion would include things like a practitioner example, posting a web site, asking question of his/her fellow classmates, giving a personal example, bringing in something from the textbook, from the videos or podcasts, or from some outside reading to support his/her opinion. **To assist you, consider a "substantial response" to consist of 100 – 250 words.**

The grading of Discussion Board Topics breaks down as follows:

A. Grading Criteria	0 points	1-5 points	6-10 points
Volume & Frequency	0 posts	1 post	2 posts
2 times/week: <input type="checkbox"/>			
- Post your answer to the Discussion Board Topic by			

Wednesday/Thursday midnight of each week - Post your response to one classmate no later than Sunday night at 7pm				
B. Grading Criteria	0 points	1-3 points	4-6 points	7-10 points
Added Value <input type="checkbox"/> - Uses class concepts and terms - Uses supporting details	No class concepts and terms and supporting details used	Limited use of class concepts and terms and supporting details	Some use of class concepts and terms and supporting details	Many class concepts and terms and supporting details used

For example, let's say you post your answer Wednesday, and respond to one classmate's answer on Friday, and you use many class concepts and supporting details from the textbook. For "Volume & Frequency" you would receive 10 points (posted twice for the week), and for "Added Value" you'd receive 10 points, for a total of 20 points for that week.

Research Paper

This paper consists of researching and completing a term paper dealing with an issue in cultural diversity and healthcare. There is a list of topics you can choose from or you can submit an original topic. Your paper should be in APA style with a minimum of 10 pages (not including the title and references pages).

Some topics you can choose from are:

- Cultural similarities. What is common for us all over the globe?
- Local cultures and globalization: will they extinct?
- Culture as a political instrument.
- Nationalism and culture
- How much does our religion influence culture?
- Culture, gender and gender roles
- Culture and law: how much the legislative system is influenced by culture?
- Global culture: what can it be?
- Languages and cultures
- Death in different cultures
- Assimilation of people in the foreign culture
- The culture of my community
- Culture, morals and ethics

Your research paper should have at least the following components:

- an introduction presenting your topic,
- an overview of the structure of the paper,
- an engaging and thought-provoking thesis statement,
- a literature review of the existing research,
- a minimum of five sources that are peer-reviewed, or academic in nature,
- references and citations following APA formatting, and
- key points summarized with smooth transitions between section.

You will often be given a task dealing with your career and sent on your way to “accomplish the job”. Just as in the real world, you must work toward excellence. The more original, the better the evaluation! Mediocracy will be rewarded as such by your instructor.

Research Paper Topic

Please be sure that you review the requirements for this paper by reading the Research Paper instructions. This will ensure the topic you select will encompass all of the required elements.

Submit your proposed research topic for the instructors review. Your Research Paper Topic should be at least one page in length and include the following:

1. the general research topic;
2. the draft research questions;
3. the research approach in the UMBC Online Library addressing at least ten key words that will be used in initial searches and at least two UMBC Online Library databases/peer reviewed articles that will be used for the research; and
4. identification of potential issues or challenges.

This paper will be submitted in APA format and style including a title page and references page, which are not part of the page count.

Annotated Bibliography

Create a list of a minimum of five references for books, articles, and documents that relate to the topic that you submitted for the Research Paper. Each reference must be followed by the annotation, a brief descriptive, and an evaluative paragraph.

The purpose of the annotation is to inform the reader of the relevance, accuracy, and quality of the sources cited. Annotations are descriptive and critical; they expose the author's point of view, clarity, appropriateness of expression, and authority. Creating an annotated bibliography calls for the application of a variety of intellectual skills: concise exposition, succinct analysis, and informed library research.

- First, locate and record citations to books, periodicals, and documents that may contain useful information and ideas on your topic. Briefly examine and review the actual items. Then choose those works that provide a variety of perspectives on your topic.
- Write a concise annotation that summarizes the central theme and scope of the book or article. Include one or more sentences that:
 - Evaluate the authority or background of the author,
 - Comment on the intended audience,
 - Compare or contrast this work with another you have cited, and
 - Explain how this work illuminates your bibliography topic.
- Each of your annotations should be at least 100 words in length.

Reference each book, article, or document using APA format.

Mid-Term and Final Exam

This course requires the use of LockDown Browser for online exams. Watch this [short video](#) to get a basic understanding of LockDown Browser and the optional webcam feature (which may be required for some exams), then download and install LockDown Browser from [this link](#). Students using an iPad can download the LockDown Browser app free from the iTunes app store. To take an online test, start LockDown Browser and navigate to the exam. (You won't be able to access the exam with a standard web browser.) For additional details on using LockDown Browser, review this [Student Quick Start Guide \(PDF\)](#). Finally, when taking an online exam, follow these guidelines:

- *Ensure you're in a location where you won't be interrupted*
- *Turn off all mobile devices, phones, etc.*
- *Clear your desk of all external materials — books, papers, other computers, or devices*
- *Remain at your desk or workstation for the duration of the test*
- *LockDown Browser will prevent you from accessing other websites or applications; you will be unable to exit the test until all questions are completed and submitted*

Technical Requirements & Skills

One of the greatest barriers to taking an online course is lack of basic computer literacy. By computer literacy we mean being able to manage and organize computer files efficiently, and learning to use your computer's operating system and software quickly and easily. Keep in mind that this is not a computer literacy course; but students enrolled in online courses are expected to have moderate proficiency using a computer. Please go to the "eLearning Resources" link found under the "Start Here" folder to find out more information on this subject.

Netiquette

Hey, prof, I'm in ur online course... i need more time for the essay...is this ok?

What is netiquette?

Netiquette is set of guidelines to help you communicate effectively and appropriate in online environments with your instructor and your classmates.

Why do we need guidelines?

You probably communicate with your friends and family in many ways -- via text message, chat, Facebook and email. These types of communication channels are fast and easy to use, but how we talk to each other using them is very different than how we should communicate with each other in a professional environment. When you don't meet your instructor or classmates in person, everything they know about you is based on how you communicate with them in messages, emails, chats and discussion board postings... so it's important not to offend or alienate anyone deliberately or accidentally. Netiquette guidelines will help you!

Behind Every Name There is a Person:

- * Respect the privacy of your classmates and what they share in class.
- * Ask classmates for clarification if you find a discussion posting offensive or difficult to understand.
- * Avoid sweeping generalizations. Back up your stated opinions with facts and reliable sources.
- * Understand that we may disagree and that exposure to other people's opinions is part of the learning experience.
- * Be respectful of each other. We're all in this together. Before posting a comment, ask whether you would be willing to make the same comment to a person's face.
- * Keep in mind that everything you write, indeed every click of your mouse is recorded on the

network server. On the Internet there are no take backs.

- * Keep in mind that you are taking a college class. Something that would be inappropriate in a traditional classroom is also inappropriate in an online classroom.

Basic Online Communication:

- * Be aware that typing in all capital letters indicates shouting.
- * Be careful with humor and sarcasm. Both can easily be misunderstood!
- * Review all discussion postings before posting your own to prevent redundancy [and repetition].
- * Check your writing for errors by reviewing what you've written before submitting it.
- * Acronyms (LOL, etc.) and emoticons (smiles) are commonly used online, but be careful not to overuse them.

REMEMBER... many communications with your instructor or fellow students are best handled through the Discussion Boards: please use email if the question is confidential. By posting so everyone can read it, your fellow students can all benefit from your question and the answer.

UMBC Non-Discrimination Policy

The University does not discriminate in offering equal access to its education programs and activities or with respect to employment terms and conditions on the basis of race, creed, color, religion, sex, gender, pregnancy, ancestry, age, gender identity or expression, national origin, veterans status, marital status, sexual orientation, physical or mental disability, or genetic information, in accordance with applicable federal, state, and local laws and regulations, as well as University System of Maryland ("USM") policies, including but not limited to, Titles VI and VII of the Civil Rights Act of 1964 as amended, Title IX of the Education Amendments of 1972 as amended, Section 504 of the Rehabilitation Act of 1973, Americans with Disabilities Act of 1990 as amended, and Age Discrimination in Employment Act of 1967 as amended.

For assistance or more information, contact the Office of Human Relations, Administration Building, Suite 9-3, [410-455-2807](tel:410-455-2807), TTY [410-455-3233](tel:410-455-3233), or go to umbc.edu/ogc/hr.

UMBC is an Equal Opportunity and Affirmative Action Institution.

Title IX statement

I am a responsible employee when it comes to reporting sexual violence. That means I am required to report certain incidents to the Title IX Coordinator. Our school cares about the safety of our students and has created this requirement because sexual violence in all its forms is unacceptable, and we're committed to holding perpetrators accountable and keeping survivors safe. Your privacy is of utmost importance and this institution will do everything possible to keep all reports private and only share with those who need to know. You will never be forced to share information and your level of involvement will be your choice.

Student Disability Services (SDS)

UMBC is committed to eliminating discriminatory obstacles that may disadvantage students based on disability. Services for students with disabilities are provided for all students qualified under the Americans with Disabilities Act of 1990, the ADA of 2009, and Section 504 of the Rehabilitation Act who request and are eligible for accommodations. The Office of Student Disability Services (SDS) is the UMBC department designated to coordinate accommodations that would allow for students to have equal access and inclusion in their courses.

If you have a documented disability and need to request academic accommodations, please refer to the SDS website at sds.umbc.edu for registration information or visit the SDS office in the Math/Psychology Building, Room 212. For questions or concerns, you may contact us at disability@umbc.edu or (410) 455-2459. If you require accommodations for this class, make an appointment to meet with me to discuss your SDS-approved accommodations.

UMBC Counseling Center

Diminished mental health can interfere with optimal academic performance. The source of symptoms might be related to your course work; if so, please speak with me. However, problems with other parts of your life can also contribute to decreased academic performance. UMBC provides cost-free and confidential mental health services through the Counseling Center to help you manage personal challenges that threaten your personal or academic well-being.

Remember, getting help is a smart and courageous thing to do – for yourself and for those who care about you. For more resources get the Just in Case mental health resources Mobile and Web App. This app can be accessed by clicking: <http://counseling.umbc.edu/justincase>

The UMBC Counseling Center is in the:
Student Development & Success Center (between Chesapeake and Susquehanna Halls)
Phone: 410-455-2472
Hours: Monday – Friday 8:30am – 5:00pm.

Wikipedia

Wikipedia is a site containing content that is collaboratively changed. This collaborative editing may be performed by individuals who may or may not be proficient or learned in the subject on which they are making commentary. The uncensored and unverified opinions contained in and on the Wikipedia site cannot be used for substantiating hypotheses or conclusions.

Therefore, Wikipedia absolutely cannot be used as a source in a bibliographic citations, quotes, scholarly work or assignments.

Academic Integrity and Professional Ethics

Academic integrity is an important value at UMBC and the Department of Emergency Health Services. By enrolling in this course, each student assumes the responsibilities of an active participant in UMBC's scholarly community in which everyone's academic work and behavior are held to the highest standards of honesty. Cheating, fabrication, plagiarism, and helping others to commit these acts are all forms of academic dishonesty, and they are wrong. Academic misconduct could result in disciplinary action that may include, but is not limited to, suspension or dismissal. To read the full Student Academic Conduct Policy, consult the UMBC Student Handbook, the Faculty Handbook, or the UMBC Policies section of the UMBC Directory. Rigorous standards allow UMBC students, faculty, and administrators, as well as scholars and employers in the larger community, to trust that the work that students submit is the fruit of their own learning and academic effort.

All members of the UMBC community are expected to make a commitment to academic honesty in their own actions and with others. Academic misconduct could result in disciplinary action that may include suspension, dismissal from the paramedic program, or dismissal from UMBC. The following activities are examples of academic misconduct that are not tolerated by UMBC. Other situations will be considered on an individual basis and reviewed as to whether the incident violates the standards set forth as an EMS professional.

1. Cheating
2. Lying
3. Unethical behavior
4. Stealing
5. Illegal substance use
6. Plagiarism
7. Fabrication
8. Facilitating academic dishonesty

Students are expected to behave in a manner consistent with the UMBC *Policy for Academic Misconduct in Undergraduate Courses* and the *Student Conduct Code*. Both of these documents are contained in the schedule of classes and the UMBC web page. Student work submitted for credit should be original in nature. Work submitted for credit in another course will not be accepted for credit in this course.