

**COURSE SYLLABUS**

**Course Title**

**Course Number**

**(section: XX)**

X Credits

Semester, Year

|  |  |
| --- | --- |
| **Time and location** | {Room number, day and time} |
| **Instructor** | {Title, name, credentials, and contact information. Indicate which is the best way to reach you, e.g.: email, phone, other.  If applicable, provide teaching assistant name, contact information.} |
| **Drop-in student hours** | I am available to meet with students {indicate days and times and whether in-person and/or by zoom} for drop-ins as well as by appointment at other times. |
| **Support resources** | * [IT Resources and SPH Helpdesk](https://sph.cuny.edu/life-at-sph/information-technology/resources-for-students/) * [Library Services](https://library.ccny.cuny.edu/c.php?g=940143&p=6775484) * [Writing Assistance](https://sph.cuny.edu/academics/academic-resources/writing-assistance/) * [Quantitative Tutoring](https://sph.cuny.edu/academics/academic-resources/quantitative-tutoring/) * [Counseling and Wellness Services](https://sph.cuny.edu/students/student-services/student-wellness/counseling-and-wellness-services/) * [The Office of Accessibility Services](https://sph.cuny.edu/students/student-services/office-of-accessibility-services/) * [Healthy CUNY](https://www.healthycuny.org/) works with partners inside and outside of CUNY to promote well-being and a culture of health to foster the academic and life success of our students. Visit [their website](https://www.healthycuny.org/cuny-food-pantries) for more information about resources related to food security, mental health, sexual health, housing, COVID-19 and more. |
| **Course description** | {Enter course description (use text from [SPH Catalog](https://sph.cuny.edu/academics/academic-resources/sph-catalog/)).} |
| **Course prerequisites** | {Enter course prerequisites (also taken from [SPH Catalog](https://sph.cuny.edu/academics/academic-resources/sph-catalog/)).} |
| **Course format** | {List the format such as online, hybrid, lecture, seminar, and other pertinent information about the course pedagogy} |
| **Course readings and resources** | {List all required textbooks, book chapters, articles, and other learning resources such as websites and films (to the extent possible look for open access resources to avoid financial burden on students).}  Course textbooks are available for order through the School of Public Health [Online Bookstore](https://sph.textbookx.com/institutional/index.php) or available on reserve through the library, when the campus is open.  If you require course materials in an alternative format because of a disability or disabling condition, please see the Accessibility section below and/or contact the [Office of Accessibility Services](https://sph.cuny.edu/students/student-services/office-of-accessibility-services/) [accessibility@sph.cuny.edu](mailto:accessibility@sph.cuny.edu). |
| **Additional reading and resources** | {List optional reading and learning resources} |

|  |  |  |
| --- | --- | --- |
| **Program Competencies** | **Course Learning Objectives** | **Assessment Methods** |
| *This course will help prepare us to:* | *What skills and knowledge we will strengthen through the course:* | *Competencies and course learning objectives that will be assessed as part of the following course assignments:* |
| 1. | * LO1 | * AM1 |
| 2. | * LO2 | * AM2 |
| 3. | * LO3 | * AM3 |
|  |  |  |
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**Course Assessments**

{Provide a description of all course assessments that are graded. Any assessment described here should be listed in the above table that details the competencies, learning objectives, and assessments; in the weekly schedule; and in the assignment grading breakdown below.}

{Include rubrics}

*{CUNY SPH Anti-racist Teaching Collaborative Recommended Language: Instructors can acknowledge common challenges that students may face in understanding and applying the content of the class, while also reassuring them that such challenges can be overcome through collaborative learning and the egalitarian culture that will be fostered in class. Instructors can encourage students to reach out if they need to request an extension on an assignment, miss class, or arrive late.}*

**Grading**

*{CUNY SPH Anti-racist Teaching Collaborative Recommended Language: We are here to help you succeed and learn as much as possible. Grades and deadlines are one way to help ensure that you have a successful learning experience and not designed to be punitive. You will want to turn in assignments by the deadline so that you can get timely feedback on your progress. In group work, deadlines are to help the whole group progress and move forward with the work. If you cannot meet a deadline, an extension may be possible.}*

The relative weight of each course component is as follows:

|  |  |
| --- | --- |
| Assessment | Weight |
| Assignment | % |
| Assignment | % |
| Assignment | % |
| Assignment | % |
|  | 100% |

The grading system for the CUNY SPH is as follows:

|  |  |  |
| --- | --- | --- |
| Letter Grade | Quality Point Value | Percentage |
| A+ | 4 | 97.5% - 100% |
| A | 4 | 92.5% - 97.4% |
| A- | 3.7 | 90.0% - 92.4% |
| B+ | 3.3 | 87.5% - 89.9% |
| B | 3 | 82.5% - 87.4% |
| B- | 2.7 | 80.0% - 82.4% |
| C+ | 2.3 | 77.5% - 79.9% |
| C | 2 | 70.0% - 77.4% |
| F | 0 | <70% |

Grade appeals

If a final grade needs to be re-assessed, we can explore that together. If you want to challenge an earned final grade for a course, please use the grade appeals process. Details about the academic appeals procedures can be found in the School’s [academic policies](https://sph.cuny.edu/academics/academic-resources/sph-catalog/) under the School’s current catalog.

Withdrawal

If you feel that you may need to withdraw from this course, I and others in the school can help talk through your options. The [Academic Calendar](https://sph.cuny.edu/academics/academic-resources/academic-calendar-and-class-schedule/) has all the deadlines to drop or withdraw from a course.

Grade of Incomplete

In the case of an emergency, we can work together to decide whether it makes sense to award a grade of incomplete. Our School’s current catalog has official [academic policies](https://sph.cuny.edu/academics/academic-resources/sph-catalog/).

**Course Policies**  
*{CUNY SPH Anti-racist Teaching Collaborative Recommended Language: Our goal is to create an environment where we can respectfully discuss differing opinions, while putting them into a broader social and public health context. My commitment is to uphold an actively anti-oppressive classroom; specifically, antiracist teaching acknowledges that educational institutions have historically been sites of harm and emotional toll and promoters of white supremacy. Together we will consider how systemic oppression (such as racism, classism, sexism, heterosexism, ableism, xenophobia, or any other forms of intersecting oppressions) has impacted individuals, communities, and society. Through this process, our opinions may evolve as we become more informed. We are here to develop skills and ideas for resolving public health issues. I hope that together we can create a space for social transformation. {Refer to updated peer evaluation form for examples of how to achieve this.}*

*Attendance/Late Assignments:*

* *I understand that you may have competing demands (caregiving, health issues, etc.) that prevent you from being able to attend class or complete assignments on time. Please let me know about any issues that arise and we can figure out a solution together.*

*Mutual Expectations:*

* *arrive on time and stay for the entire class*
* *arrive prepared for class*
* *communicate emergencies as soon as possible*

*What do I expect of you?*

* *Participating in the classroom creates a learning community where we all learn from each other. I encourage participation in each learning session where you share your experiences that are relevant to the course topic, whether they are professional or personal.*
* *Since we live in a “virtual” world, we all need to visit our Blackboard site frequently, as that will be our primary way of communicating with one another outside of class. {or edit to your primary mode of communication: Slack, etc} Class announcements and supplemental materials will be posted there frequently.*
* *Because we discuss progress on assignments in class and on Blackboard, it is important that we all stick to the timelines outlined in the syllabus.*
* *Please shut off your phone and other electronic devices during class. Research has shown that being interrupted by a mobile phone disrupts attention for more than ten minutes. Therefore, I request that you turn off notifications during class engagement time unless you have a compelling reason to keep them on.*
* *Nursing parents and (quiet 😊) children are welcome in the classroom. If you need an accommodation due to caregiving responsibilities, please contact me so we can discuss.*
* *I’m not perfect: please contact me with suggestions for how I can improve.*

*What can you expect of me?*

* *I will provide regular announcements, reminders, and suggestions on Blackboard.*
* *I will monitor, ask follow-up questions, and answer questions during in-class discussions.*
* *I will respond to emails in a timely manner, though generally not on weekends. If you do not receive a response to an email after 48 hours, please re-send it to ensure its delivery.*
* *I will grade and give feedback on assignments within 2 weeks of their submission.*

“Green” policies

To save paper, assignments will be submitted electronically and will be returned electronically. Suggestions for other adjustments to the course to reduce environmental impact are always welcome.*}*

Accessibility   
To request an accommodation because of a disabling medical condition, disability, or pregnancy and recovery, confidentially set up an account with the [CUNY SPH Office of Accessibility Services](https://sph.cuny.edu/students/student-services/office-of-accessibility-services/) (OAS). Then, before the start of every semester, email OAS with your course number(s) and corresponding instructor name(s) to [accessibility@sph.cuny.edu](mailto:accessibility@sph.cuny.edu). Once you have set up an account with OAS and have informed the office that you are taking my course, implementation of some accommodations requires communication and an agreement between you and I, including for example, for group assignments. Information about your disability status will not be shared with me nor are you obligated to disclose it to me, I will only know what the accommodation is.

For [Religious Accommodations](http://www.cuny.edu/about/administration/offices/legal-affairs/policies-procedures/reasonable-accommodations-and-academic-adjustments/vi-religious-accommodations/), contact the Associate Dean of Student Affairs & Alumni Relations, Lynn Roberts [lynn.roberts@sph.cuny.edu](mailto:lynn.roberts@sph.cuny.edu).

For [Accommodations based on Status as a Victim of Domestic Violence, Sex Offense, or Stalking](http://www.cuny.edu/about/administration/offices/legal-affairs/policies-procedures/reasonable-accommodations-and-academic-adjustments/accommodations-based-on-status/), contact Sahana Gupta, Title IX and ADA-504 Coordinator at [sahana.gupta@sph.cuny.edu](mailto:sahana.gupta@sph.cuny.edu).

If you believe that an accommodation because of a disabling medical condition, disability, or pregnancy and recovery has not been appropriately determined or implemented and you wish to appeal the denial, contact Sahana Gupta, Title IX and ADA-504 Coordinator at [sahana.gupta@sph.cuny.edu](mailto:sahana.gupta@sph.cuny.edu).

CUNY SPH follows the [CUNY Reasonable Accommodations and Academic Adjustments Policy](https://www.cuny.edu/about/administration/offices/legal-affairs/policies-procedures/reasonable-accommodations-and-academic-adjustments/). [Requesting a Disability Accommodation or Academic Adjustment](http://www.cuny.edu/about/administration/offices/legal-affairs/policies-procedures/reasonable-accommodations-and-academic-adjustments/requesting/) and for [Accommodations based on Pregnancy, Childbirth or a Related Medical Condition](http://www.cuny.edu/about/administration/offices/legal-affairs/policies-procedures/reasonable-accommodations-and-academic-adjustments/v-accommodations/) *(Under[Title IX of the Education Amendments of 1972](https://www.federalregister.gov/documents/2020/05/19/2020-10512/nondiscrimination-on-the-basis-of-sex-in-education-programs-or-activities-receiving-federal) students are also protected from sex-based discrimination, which includes pregnancy and recovery).*

CUNY SPH complies with the CUNY [Policy on Equal Opportunity and Nondiscrimination](https://www.cuny.edu/about/administration/offices/legal-affairs/policies-resources/equal-opportunity-and-non-discrimination-policy/" \l "1524172145842-7c2e5e77-c82b) and [Policy on Sexual Misconduct (Title IX)](https://www.cuny.edu/wp-content/uploads/sites/4/page-assets/about/administration/offices/legal-affairs/policies-resources/Sexual-Misconduct-Policy.pdf). For more information, please see the [Equity, Diversity & Inclusion Policy and Compliance](https://sph.cuny.edu/about/equity-diversity-inclusion-policy-compliance/) webpage.   
  
Academic integrity

CUNY regards acts of academic dishonesty (e.g. plagiarism, cheating on exams, obtaining unfair advantage, and falsification of records and official documents) as serious offenses against the values of intellectual honesty. CUNY is committed to enforcing the [Policy on Academic Integrity](https://www.cuny.edu/about/administration/offices/legal-affairs/policies-procedures/academic-integrity-policy/) and will pursue cases of academic dishonesty. Academic dishonesty can result in failing the assignment or even the course.

**Course Schedule**

Please see the [CUNY Graduate School of Public Health and Health Policy’s Academic Calendar](https://sph.cuny.edu/academics/academic-resources/academic-calendar-and-class-schedule/) for important dates including holidays and course drop/course withdrawal deadlines. I will change the “Last Updated” date on the header of the syllabus if a change is made to the readings or schedule.

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| --- | --- | --- | --- | --- |
| **Session** | **Date** | **Topics** | **Program Competencies** | **Assignments Due** |
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| 3 |  |  |  |  |
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| 5 |  |  |  |  |
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| 12 |  |  |  |  |
| 13 |  |  |  |  |
| 14 |  |  |  |  |
| 15 |  |  |  |  |