

Course Prefix, Number and Official Title

Term of Offering

Credit hours

Pre-requisites

Co-requisites

Meeting time, meeting frequency

Instructor Information

Instructor Name

Contact information (phone, e-mail, website)

Office hours, location

Course Description

Provide a description of the course consistent with what is in the [University catalog](#)

Course Purpose

This is a required and/or elective course for program x.

Course Learning Objectives

List the course level learning objectives here.

Program Competencies	Assessment Methods
<i>This course will help you to:</i>	<i>Competencies will be assessed as a part of the following assessments:</i>

Course Materials

List required, recommended, and supplemental texts & materials for the course

Assignments and Grading

Grading Matrix

Assessment	Week Due	Points	Percent of Overall Grade

Graded Assignments

List details about the specific assignments and learning activities in the course. [List details about how each assignment will be weighted in the course grade]. Include the grading scale.

Grading

- All assignments are assessed based upon a rubric found on Drexel Learn. Specific information about grading criteria will be distributed with the assignment.
- Assignments are expected to be completed by the due date. *[Include instructor's policy on late assignments]*
- No work will be accepted after the last day of Finals.
- Students are expected to actively contribute to the discussion. Contributions will be assessed by the number, tone, and content.
- Assignments must be submitted on Drexel Learn by [Day, Time]. **Recommend same day/time each week.*

Grading Scale

A+	98-100
A	94-97
A-	90-93
B+	88-89
B	84-87
B-	80-83
C+	78-79
C	74-77
C-	70-73
D+	64-69
D	60-63
F	Below 60

Course Calendar

Week	Topic	Reading/Video/Resource	Assignment/Assessment
1			
2			
3			
4			
5			
6			
7			
8			
9			
10			
Finals			

Dornsife Antiracism Accountability Agreement

The Dornsife School of Public Health is committed to the creation of a community with an emphasis of antiracism and inclusion, that welcomes diversity along numerous dimensions of identity (i.e. race, ethnicity and national origins, gender and gender identity, sexuality, disability status, class, age, or religious beliefs). The school is located on traditional territory of the Lenni Lenape Nation and in West Philadelphia, which is comprised of a majority-Black community that has faced harms of gentrification such as displacement, rising real estate costs, and social or cultural exclusion driven by local universities. We have a responsibility to learn about this ongoing history and work towards equitable public health and research partnerships. We achieve that by continuous engagement and collaborative growth in teaching, service and scholarship that consistently challenges oppressive and unjust forces of hate. Also, we recognize that our teaching and learning experiences are impacted by racism, sexism, and other systems of oppression that differentially shape access to and ability to thrive within graduate education. However, through this course we will work to dismantle these norms. As the instructor, I ask that students who are very comfortable participating in class strive to make room for other voices, and I encourage those who tend to be quieter to speak up, whether verbally or in writing. The success of this course is dependent upon each of us to create a safe and restorative learning environment that allows for the open exchange of ideas, raising student and instructor awareness of the ongoing threat of bias and racism, the need to take personal responsibility in creating an inclusive learning environment and creating equitable opportunities and respect for all persons. Everyone is expected to actively participate in establishing and maintaining an environment where all students, staff, and faculty regardless of race, ethnicity and national origins, gender and gender identity, sexuality, disability status, class, age, or religious beliefs can contribute without fear of personal ridicule, or intolerant or offensive language.

****If you have concerns about classroom climate (i.e. witness or experience racism, discrimination, micro-aggressions, or other offensive behavior) you are encouraged to bring this to the attention of the course director, your advisor, a member of the departmental or SPH Diversity Committee and/or the program director if you feel comfortable so that we can learn from it and take steps to make our class environment safer for all. You can also report these behaviors to the [Drexel Office of Civil Rights Compliance](#)**

Course Expectations

Students

- Show respect to everyone in the course.
- Study all material assigned in the course.
- Be prepared to actively participate in discussion and assignments. Missed assignments or lack of discussion participation not only affect the individual student, but they also affect the class as a whole due to the high degree of interaction within the course.
- Complete all assignments by their assigned due date.
- Students who commit plagiarism or cheating will receive a "0" on that assignment.
- Report violations of academic integrity standards to the instructor.

- Regularly check Drexel Learn and their official university email for course correspondence.
- Post questions about the course content and assignments in the discussion board.
- Contact the professor directly with individual questions related to the course.
- Ask questions and clarify course assignments and expectations.

Instructor

- Provide regular announcements, reminders, and suggestions on Drexel Learn.
- Monitor and answer questions presented during discussion
- Respond to student email within 2 business days. Do not expect a response to email during the weekend.
- Meet with students during posted office hours or by appointment.
- Provide feedback on assignments within one week of the due date.
- Post grades on Drexel Learn.

Absence from Class

Students seeking approval for an approved absence due to University Sponsored Activities are responsible for notifying their instructor(s) at least two (2) weeks in advance of such absences. Please note, however, that the requirements of some courses or programs may preclude such accommodations.

Students who need to miss class due to unforeseen circumstances should notify the instructor as soon as possible to determine how to make up the missed class. Instructors are not expected to provide zoom links or class recording to students when they cannot attend class.

[Read the full policy on absence from class.](#)

Initial Course Participation

Initial Course Participation (ICP): Class attendance is critical to your success as a student. Missing classes may impact your class success and your federal financial aid.

More information can be found here:

<https://drexel.edu/provost/policies-calendars/initial-course-participation>

Academic Policies

- [Absence from Class](#)
- [Academic Integrity](#)
- [Academic Calendar](#)
- [Acceptable Use](#)
- [Course Add/Drop](#)
- [Course Withdrawal](#)
- [Grade Appeal](#)
- [Grading Scale](#)

- [Incomplete Grade Policy – Undergraduate Students](#)
- [Incomplete Grade Policy – Graduate Students](#)

AI tools such as ChatGPT

Graded assignments and exams are designed to support and verify learning. Drafting and editing written responses are an individual responsibility both now as a student and later in your professional roles. Mis-representing work as though it is your own is not permitted and will be treated as an academic integrity violation (to be factored into grading per course policy and reported to the university). Questions about what collaboration and tools are allowed to be used should be brought to the instructor prior to submission.

Collaborative work and use of AI tools such as ChatGPT, when used appropriately, can support learning and performance in future professional roles. When working with other students or use of AI tools are allowed that will be stated explicitly. Read instructions carefully and share credit.

To document your use of AI tools, we recommend archiving the full exchange (your prompt and the full response, either using copy-paste of the text or screenshots) into an appendix.

By doing so, you can both provide the maximum transparency about your use and also showcase:

- The care taken to craft a useful and specific prompt.
- Attention to addressing errors and adding relevant information after a draft is generated.

To cite AI tools, follow APA guidelines available at <https://apastyle.apa.org/blog/how-to-cite-chatgpt>. An example is pasted here for your convenience:

When given a prompt of “tag line for writing independently to learn about public health” the ChatGPT-generated the following text “Discovering the World's Health, One Word at a Time: Embracing Independent Writing for Public Health Education” (OpenAI, 2023; see Appendix A for the full transcript).

OpenAI. (2023). ChatGPT (Mar 14 version) [Large language model]. <https://chat.openai.com/chat>

Appropriate Use of Course Materials and Prohibition Against Recording Class Sessions

In general, students and others should not record course interactions and course activities in lecture, lab, studio or recitation. Students who have an approved accommodation from the Office of Disability Resources to record online lectures and discussions for note taking purposes should inform their course instructor(s) of their approved accommodation in advance. The recording of lectures and discussions may only be carried out by the students enrolled in the class who have an approved accommodation from Disability Resources with their instructors' prior knowledge and consent. Students with approved accommodations may be asked to turn off their recorder if confidential or personal information is presented.

If a student has any comments, concerns, or questions about provided class materials and/ or recording, talk to your course instructor first. If this does not resolve the issue, you can also reach out to the Department Head, and use the process described for a grade appeal to move your concern forward. The process described for grade appeals can be found at: <https://drexel.edu/provost/policies/grade-appeals/>

Students are prohibited from sharing or selling course materials to other students or 3rd parties.

Student Support Services

- Center for Learning and Academic Success Services
https://drexel.edu/studentlife/student_family_resources/class/
- Health and Well-Being https://drexel.edu/studentlife/support_health_services/overview/
- IT Help Desk <https://drexel.edu/it/services/catalog/helpdesk/>
- Library <https://www.library.drexel.edu/services/services-for/students/>
- Culture and Community <https://drexel.edu/studentlife/diversity/overview/>

Disability Resources

Main Building

3141 Chestnut Street, Suite 228

Philadelphia, PA 19104

Phone: 215.895.1401

TTY: 215.895.2299

Fax: 215.895.1402

Email: disability@drexel.edu

Testing: testproctoring@drexel.edu

<https://drexel.edu/disability-resources/>

Please note, accommodations that are granted part-way through the quarter cannot be retroactively applied to assignments that have already been completed:

<https://drexel.edu/disability-resources/support-accommodations/student-family-resources/accommodations/#:~:text=All%20students%20must%20submit%20documentation,%22forward%2Dlooking%22>

Student Well-Being

Students may experience stressors that can impact both their academic experience and their personal well-being. These may include academic pressure and challenges associated with relationships, mental health, alcohol or other drugs, identities, finances, etc. If you are experiencing concerns, seeking help is a courageous thing to do for yourself and those who care about you. If the source of your stressors is academic, please contact me so that we can find solutions together, or you can also reach out to your academic advisor.

For personal concerns, Drexel has many Student Life services and resources available. Any student who has difficulty affording groceries or accessing sufficient food to eat every day, or who lacks a safe and stable place to live and believes this may affect their performance in the course is urged to contact the Dean of Students for support (deanofstudents@drexel.edu; 215-895-2506).

Course Syllabus Disclaimer

Please note the syllabus may change based on the need to adapt to student interests, feedback and expertise. Always check Drexel Learn and your official university email for the most up-to-date information on the course.