# [PREFIX] [XXX] [COURSE TITLE]

[Quarter] [Year]

## Contact information

**Instructor:** [Instructor Name] *([pronouns])*, [title], [affiliation]

**Contact:** [instructor email/Canvas, etc.]

**Office hours:** [office hours]

### Teaching Assistants

**[TA Name 1]**, [TA 1 email] *([pronouns]),* Office hours: [TA 1 office hours]

**[TA Name 2]**, [TA 2 email] *([pronouns])*, Office hours: [TA 2 office hours]

### Course times and locations

**Lecture:** [Day(s)], [times], [Location(s)]

**Sections:** [AA ][Day(s)], [times], [Location(s)]

 [AB ][Day(s)], [times], [Location(s)]

 [etc.]

***NOTE – Please delete all highlighted yellow items from your final syllabus, once replaced with your text.***

## Land Acknowledgement

 ***[RECOMMENDED BY SPH. Washington State is*** [***home***](https://www.washingtontribes.org/tribes-map) ***to 29 federally recognized and five unrecognized tribes. Including a statement like the one written below demonstrates our collective humility and respect for the original caretakers of the land that the School of Public Health sits on. We encourage instructors to ask students find out who the original settlers of the land they are on to encourage deeper understanding and solidarity with indigenous people. The statement below is an example of this statement:]***

The University of Washington acknowledges the Coast Salish people of this land, the land which touches the shared waters of all tribes and bands within the Duwamish, Suquamish, Tulalip and Muckleshoot nations.

WINTER QUARTER RESPIRATORY ILLNESSES - PROTOCOLS AND SAFETY

Winter quarter is a time of increased risk of acquiring respiratory illnesses including COVID, RSV, cold, and flu.

If you feel ill or exhibit respiratory or other symptoms, you should not come to class. Seek medical attention if necessary and notify your instructor(s) as soon as possible by email.

Please check your email daily BEFORE coming to class. If we need to conduct class remotely because the instructor or a guest speaker is unable to attend in person, we will send all registered students an email with a Zoom link for remote instruction or a plan for making up the class.

**Additional recommendations include:**

1. [**Get boosted with the updated COVID-19 vaccines**](http://we.discover.uw.edu/NTI3LUFIUi0yNjUAAAGIkoz8-ku4dK1F60Qwx5sVB9F2zPf2PtjPbEQN0oAXWTw4xyUlayD-3Dn6tkPV-b9qYPVKN_s%3D)**.** These vaccines are available at clinics and pharmacies, as well as [through UW Medicine](http://we.discover.uw.edu/NTI3LUFIUi0yNjUAAAGIkoz8-rZLyUV3OKyCGDzGK2pj5QyxQq14YnSJSLWoEiG_BskVghbuDCoOCaDQZDj1HhDtQ28%3D) and local health agencies.
2. [**Get your annual flu shot**](http://we.discover.uw.edu/NTI3LUFIUi0yNjUAAAGIkoz8-p8AShT60UfuTPp6L1-t9MeMiS8rrCJoY1HdFNMDUpsMKUh95VFz6lNtjkf3R2dEH3M%3D)**.**
3. **Wear a high-quality mask in indoor public spaces and while traveling. Masks are strongly recommended the first two weeks of winter quarter.** High-quality masks help protect against a range of respiratory viruses, and are [available for free in locations on each UW campus](http://we.discover.uw.edu/NTI3LUFIUi0yNjUAAAGIkoz8-vvPawo32qTEDivNHXudxfJ86KNJ7wSFb24jzmDKknFXp_Icn7BOiAk0vTZcfssVCQY%3D).
4. **Take a coronavirus test if you have symptoms or have been exposed. R**apid antigen tests are widely available for [free in at on campus locations linked here](https://www.washington.edu/coronavirus/testing/?mkt_tok=NTI3LUFIUi0yNjUAAAGIkoz8-lh4rJkVTP0uu0x9Qjo03it8Dqjcg-b8MMF3oVqsuHG2uoxdCV_LSqQ4pXPG_I3dC3Pl76N-P0Pk7a0LzK9p8iT0fsJ4PvzXS155og). The [Husky Coronavirus Testing](http://we.discover.uw.edu/NTI3LUFIUi0yNjUAAAGIkoz8-vzM5PdwrHbUB_QiTo_vUCpaMHj5R4-EPxZHeHpW885q6tKNP_evGy-Nqcx025qjyxc%3D) voluntary research study is also available for UW students.
5. [**Activate WA Notify on your phone**](http://we.discover.uw.edu/NTI3LUFIUi0yNjUAAAGIkoz8-pPDyiN6Gl5YTqHyjmQA3y8d4y3WLT-C66__TuWe9QeeuVV_YE2asMhxcqxv8m4XSZM%3D)  to receive exposure notifications and so that you can anonymously let others know of their exposure if you test positive.

## Course Description

[Brief description of course]

## Course Learning Objectives

After completing this course, students will be able to:

## Council ON Education FOR Public Health (CEPH) Competencies

***[We recommend you include this section only if this course is used to fulfil CEPH competencies for a degree program. If you are unsure, please reach out to the curriculum coordinator for your course’s department or program. Please list all competencies, including unique degree competencies, that are associated with your course, and include assessments as applicable. Please also list if your course covers the SPH Core Competency (“Recognize the means by which social inequities and racism, generated by power and privilege, undermine health.”).***

The School of Public Health (SPH) is accredited by the Council on Education for Public Health (CEPH). Students in X, Y & Z [complete as appropriate] programs will meet the following degree competency(s) in this course, and will be assessed as indicated.

For additional information on the 2020 SPH CEPH accreditation please visit the SPH’s [CEPH Accreditation](https://sph.washington.edu/about/ceph-accreditation) webpage.

List other accrediting agency competencies (if applicable).

## Required Textbooks & Readings

### Recommended, optional, or supplementary readings

***[If this is a long list, it may be good to place at the end of the syllabus.]***

## Grading

Grades will be determined by [description of homework (X%), exams (X%), papers (X%), classroom participation (X%), etc.]

**Reminder**: Participation can account for no greater than 15% of the total grade. Attendance cannot be included in the grading rubric.

### Grading Criteria

[Explain criteria for grades, grading scale, etc.]

### Late assignment policy

[explain late assignment policy]

### Student responsibilities (optional – these may also be covered in later statements)

[what you expect from the students, e.g., attendance; plagiarism; preparation for, and participation in, class discussions; presentations; class conduct; holidays; etc.]

## Course Session Schedule

Include dates of class meetings and corresponding topics, preparatory work, instructor (if multiple for class), due dates, etc.

| **Date** | **Topic** | **Instructor** | **Reading** |
| --- | --- | --- | --- |
|  |  |  |  |
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|  |  |  |  |

## Supplementary course materials

### [Bibliography]

### [optional – as needed]

### Communication and Writing Skills

Communication through writing and speaking is an important transferable skill for all career pathways. Establishing a strong foundation in communication skills will help you be successful throughout your future course work and career. Therefore, this course includes assignments with the goal to help you identify areas of strength and improvement in your communication. If you feel that you could benefit from additional opportunities to improve your writing skills in particular, a list of resources at the UW and others accessible online can be found on the SPH website [here](https://sph.washington.edu/sites/default/files/2020-09/Writing-Resources-9.24.20.pdf).

## Important Policies & Resources

**[The following statements are required by the UW SPH. \*\*The *Religious Accommodation* statement must not be altered and must be included in full.\*\*]**

### Academic Integrity

Students at the University of Washington (UW) are expected to maintain the highest standards of academic conduct, professional honesty, and personal integrity.

The UW School of Public Health (SPH) is committed to upholding standards of academic integrity consistent with the academic and professional communities of which it is a part. Plagiarism, cheating, and other misconduct are serious violations of the University of Washington [Student Conduct Code (WAC 478-121)](https://apps.leg.wa.gov/WAC/default.aspx?cite=478-121). We expect you to know and follow the university's policies on cheating and plagiarism, and the [SPH Academic Integrity Policy](https://sph.washington.edu/students/academic-integrity-policy). Any suspected cases of academic misconduct will be handled according to University of Washington regulations. For more information, see the University of Washington [Community Standards and Student Conduct](https://www.washington.edu/cssc/).

### Access and Accommodations

Your experience in this class is important to me. It is the policy and practice of the University of Washington to create inclusive and accessible learning environments consistent with federal and state law. If you have already established accommodations with Disability Resources for Students (DRS), please activate your accommodations via myDRS so we can discuss how they will be implemented in this course.

If you have not yet established services through DRS, but have a temporary health condition or permanent disability that requires accommodations (conditions include but not limited to; mental health, attention-related, learning, vision, hearing, physical or health impacts), contact DRS directly to set up an Access Plan. DRS facilitates the interactive process that establishes reasonable accommodations. Contact DRS at [disability.uw.edu](https://depts.washington.edu/uwdrs/).

### Religious Accommodations

Washington state law requires that UW develop a policy for accommodation of student absences or significant hardship due to reasons of faith or conscience, or for organized religious activities. The UW’s policy, including more information about how to request an accommodation, is available at [Religious Accommodations Policy (https://registrar.washington.edu/staffandfaculty/religious-accommodations-policy/)](https://registrar.washington.edu/staffandfaculty/religious-accommodations-policy/). Accommodations must be requested within the first two weeks of this course using the [Religious Accommodations Request form (https://registrar.washington.edu/students/religious-accommodations-request/)](https://registrar.washington.edu/students/religious-accommodations-request/).

***THESE ADDITIONAL PARAGRAPHS ON EQUITY, DIVERSITY AND INCLUSION ARE EXPECTED BY THE SCHOOL OF PUBLIC HEALTH AND MAY BE REQUIRED BY YOUR DEPARTMENT OR PROGRAM. Additionally, unless your program requires specific language, you may modify/personalize the language in these statements.***

### Inclusion & Diversity

***[The School has two versions of the diversity statement – the*** [***longer version is here***](https://sph.washington.edu/about/diversity/commitment-to-diversity)***.]***

Diverse backgrounds, embodiments and experiences are essential to the critical thinking endeavor at the heart of University education. In SPH, we are expected:

1. To respect individual differences, which may include, but are not limited to, age, cultural background, disability, ethnicity, family status, gender, immigration status, national origin, race, religion, sex, sexual orientation, socioeconomic status and veteran status.
2. To engage respectfully in the discussion of diverse worldviews and ideologies embedded in course readings, presentations and artifacts, including those course materials that are at odds with personal beliefs and values.
3. To encourage students with concerns about classroom climate to talk to their instructor, adviser, a member of the departmental or SPH EDI Committee, the Assistant Dean for EDI, or the program’s director.

### Classroom Climate

[Instructors: See Classroom Climate Paragraph: <https://sph.washington.edu/faculty/academic-resources/classroom-climate> for four additional sample versions of this statement.]

We are co-creators of our learning environment. It is our collective responsibility to develop a supportive learning environment for everyone.  Listening with respect and an open mind, striving to understand others’ views, and articulating your own point of view will help foster the creation of this environment.  We engage our differences with the intent to build community, not to put down the other and distance our self from the other.  Being mindful to not monopolize discussion and/or interrupt others will also help foster a dialogic environment.

**The following guidelines can add to the richness of our discussion:**

* We assume that persons are always doing the best that they can, including the persons in this learning environment.
* We acknowledge that systematic oppression exists based on privileged positions and specific to race, gender, class, religion, sexual orientation, and other social variables and identities.
* We posit that assigning blame to persons in socially marginal positions is counter-productive to our practice. We can learn much about the dominant culture by looking at how it constructs the lives of those on its social margins.
* While we may question or take issue with another class member’s ideology, we will not demean, devalue, or attempt to humiliate another person based on her/his experiences, value system, or construction of meaning.
* We have a professional obligation to actively challenge myths and stereotypes about our own groups and other groups so we can break down the walls that prohibit group cooperation and growth.
[Adapted from Lynn Weber Cannon (1990). Fostering positive race, class and gender dynamics in the classroom. Women Studies Quarterly, 1 & 2, 126-134.]

We are a learning community. As such, we are expected to engage with difference. Part of functioning as a learning community is to engage in dialogue in respectful ways that supports learning for all of us and that holds us accountable to each other. Our learning community asks us to trust and take risks in being vulnerable.

**Here are some guidelines that we try to use in our learning process:**

* LISTEN WELL and be present to each member of our group and class.
* Assume that I might miss things others see and see things others miss.
* Raise my views in such a way that I encourage others to raise theirs.
* Inquire into others’ views while inviting them to inquire into mine.
* Extend the same listening to others I would wish them to extend to me.
* Surface my feelings in such a way that I make it easier for others to surface theirs.
* Regard my views as a perspective onto the world, not the world itself.
* Beware of either-or thinking.
* Beware of my assumptions of others and their motivations.
* Test my assumptions about how and why people say or do things.
* Be authentic in my engagement with all members of our class.

### Pronouns

We share our pronouns because we strive to cultivate an inclusive environment where people of all genders feel safe and respected. We cannot assume we know someone’s gender just by looking at them. So we invite everyone to share their pronouns.

### Bias Concerns

The Office of the Dean has a [student concern policy](https://sph.washington.edu/students/student-concern-policy), a faculty concern policy and standard HR procedures for staff concerns. Our 2018 climate survey states that most people in SPH do not report bias incidents because they do not know where to go. Students are encouraged to report any incidents of bias to someone they feel comfortable with, including instructors, advisers or department staff. They can email dcinfo@uw.edufor immediate follow up. Bias concerns can be anonymously and confidentially reported via the online form found here: <https://sph.washington.edu/about/diversity/bias-concerns>. Data is collected by the Assistant Dean for EDI and the Director of Program Operations for Student and Academic Services and tracked for resolution and areas are identified for further training.

### Sexual Harassment

Sexual harassment is a form of harassment based on the recipient’s sex that is characterized by:

1. Unwelcome sexual advances, requests for sexual favors, or other verbal or physical conduct of a sexual nature by a person who has authority over the recipient when:
	* Submission to such conduct is an implicit or explicit condition of the individual’s employment, academic status, or ability to use University facilities and services, or
	* Submission to or rejection of the conduct affects tangible aspects of the individual’s employment, academic status, or use of University facilities.
2. Unwelcome and unsolicited language or conduct that creates an intimidating, hostile, or offensive working or learning environment, or has the purpose or effect of unreasonably interfering with an individual’s academic or work performance.

If you believe that you are being harassed, or have observed harassment, you can report it to SPH using the [bias concerns link](https://sph.washington.edu/about/diversity/bias-concerns). The University also has designated offices to help you: [SafeCampus](https://www.washington.edu/safecampus/); [Office of the Ombud](https://www.washington.edu/ombud/); [Title IX Investigation Office](https://www.washington.edu/titleix/report/); and [University Complaint Investigation and Resolution Office](https://www.washington.edu/compliance/uciro/).