PUBH [course number], SECTION [course section]

[Course Title]

[Term/Year Offered]

COurse & Contact Information

**Credits:**

**Meeting Day(s)**:

**Meeting Time**:

**Meeting Place**:

**[RECOMMENDED – to include Tech support and TA info when appropriate]**

|  |  |  |  |
| --- | --- | --- | --- |
| **Contact Type** | **Contact Information** | **Role** | **When to Contact** |
| Instructor | Instructor  Email  Office:  Office Hours | Primary instructor for this  course. | Questions or concerns about the class, assignments,  deadlines, etc.\* |
| Teaching Assistant/Jr. Instructor/Practitioner Partner etc | Name  Email  Office:  Office Hours | Aids in assigning grades and in providing individual feedback on assignments. | Questions or concerns about the class, assignments,  deadlines, etc.\* |
| Technical Support | Technical support options are available on the SPH website: <https://z.umn.edu/sphquickhelp> | Troubleshoots technical issues related to the course site or course content. | Technical issues with the course site, media, quizzes or assignments. |

Course Description

***[REQUIRED - Add course description]***

Course Prerequisites

***[REQUIRED - Add course prerequisites.]***

Course Goals & Objectives

***[REQUIRED - Add high level goals/objectives that will be measured in the course.]***

Methods of Instruction and Work Expectations

**Course Workload Expectations *[REQUIRED - You can customize this to your course or replace with your own language]***

[Course name] is a [X] credit course. The University expects that for each credit, you will spend a minimum of three hours per week attending class or comparable online activity, reading, studying, completing assignments, etc. over the course of a 15-week term. Thus, this course requires approximately [X \* 45] hours of effort spread over the course of the term in order to earn an average grade.

**Learning Community *[OPTIONAL: you can customize this to your course or delete]***

School of Public Health courses ask students to discuss frameworks, theory, policy, and more, often in the context of past and current events and policy debates. Many of our courses also ask students to work in teams or discussion groups. We do not come to our courses with identical backgrounds and experiences and building on what we already know about collaborating, listening, and engaging is critical to successful professional, academic, and scientific engagement with topics.

In this course, students are expected to engage with each other in respectful and thoughtful ways.

In group work, this can mean:

* Setting expectations with your groups about communication and response time during the first week of the semester (or as soon as groups are assigned) and contacting the TA or instructor if scheduling problems cannot be overcome.
* Setting clear deadlines and holding yourself and each other accountable.
* Determining the roles group members need to fulfill to successfully complete the project on time.
* Developing a rapport prior to beginning the project (what prior experience are you bringing to the project, what are your strengths as they apply to the project, what do you like to work on?)

In group discussion, this can mean:

* Respecting the identities and experiences of your classmates.
* Avoid broad statements and generalizations. Group discussions are another form of academic communication and responses to instructor questions in a group discussion are evaluated. Apply the same rigor to crafting discussion posts as you would for a paper.
* Consider your tone and language, especially when communicating in text format, as the lack of other cues can lead to misinterpretation.

Like other work in the course, all student to student communication is covered by the Student Conduct Code (<https://z.umn.edu/studentconduct>).

Course Text & Readings

***[REQUIRED - List course text and readings, note where they are available for purchase or where to obtain them.]***

This course uses journal articles, which are available via the University Libraries’ E-Reserves and will be linked from the course site. It is good practice to use a citation manager to keep track of your readings. More information about citation managers is available at <https://www.lib.umn.edu/pim/citation>.

ACKOWLEDGEMENT OF NATIVE LANDS

The teaching team for this course acknowledges the Dakota people, who are the First People of Mni Sota Makoce. The Dakota people have an ancient historical and spiritual connection to the land that the University of Minnesota Twin Cities was built and remains on. It is essential to acknowledge that we illegally and unjustly occupy unceded Dakota land. We commit ourselves to actions and practices that address the injustices from which our school benefits, including but not limited to incorporating indigenous knowledge and indigenous authors’ work in our syllabi, developing course content that addresses indigenous health status and inequities, and increasing resource allocations for indigenous students and indigenous community partners.

Today, the state of Minnesota is home to twelve federally and non-federally recognized indigenous nations, including five Dakota Nations and seven Ojibwe Nations. Those nations include the Prairie Island Indian Community, Shakopee Mdewakanton Indian Community, Lower Sioux Indian Community, Upper Sioux Community, Mendota Mdewakanton Tribal Community, Bois Forte Band of Chippewa, Red Lake Nation, Leech Lake Band of Ojibwe, Mille Lacs Band of Ojibwe, White Earth Nation, Fond du Lac Band of Ojibwe, and Grand Portage Band of Lake Superior Chippewa.

DIVERSITY STATEMENT

The Division of Health Policy & Management (HPM) and School of Public Health (SPH) embrace the diversity of students, faculty, and staff, honor the inherent dignity of each individual, and welcome each person’s unique perspectives. We all benefit from a diverse learning environment. We are also aware of the historical and contemporary impact of systemic racism and other forms of oppression. The SPH is committed to implementing anti-racism and anti-oppression in our operations as reflected in our [Strategic Plan for Anti-Racism](https://www.sph.umn.edu/about/diversity-inclusion/strategy-planning/). If you witness or experience an action which targets, excludes, or diminishes you or someone else based on their apparent or perceived identities, we encourage you to report it to the University of Minnesota's [Bias Response and Referral Network](https://bias-response.umn.edu/). Doing so helps us cultivate a safer and more inclusive school.

cLIMATE CHANGE STATEMENT

Whatever you are doing right now is probably not as important as addressing global warming. The Division of Health Policy and Management in the School of Public Health acknowledges the critical importance of this issue. We must become a zero emissions carbon neutral world before 2040 if we want to continue to enjoy our current state into the future, avoid runaway warming, and pass on a world to the next generation that is at all similar to our own. The window for mitigating action on climate change will close in the next decade. We must help governments, companies, and individuals take radical action today. Let's understand this urgency, and embed this existential issue into all of our thinking and everything we do.

SPH and University Policies & Resources

The School of Public Health maintains up-to-date information about resources available to students, as well as formal course policies, on our website at [www.sph.umn.edu/student-policies/](http://www.sph.umn.edu/student-policies/). Students are expected to read and understand all policy information available at this link and are encouraged to make use of the resources available.

The University of Minnesota has official policies, including but not limited to the following:

* Grade definitions
* Scholastic dishonesty
* Makeup work for legitimate absences
* Student conduct code
* Sexual harassment, sexual assault, stalking and relationship violence
* Equity, diversity, equal employment opportunity, and affirmative action
* Disability services
* Academic freedom and responsibility

Resources available for students include:

* Confidential mental health services
* Disability accommodations
* Housing and financial instability resources
* Technology help
* Academic support

ChatGPT Statement

***[REQUIRED – please use one of the following statements]***

**[Embrace ChatGPT statement]**

Artificial intelligence (AI) language models, such as ChatGPT, may be used for any assignment with appropriate citation. Examples of citing AI language models are available at: libguides.umn.edu/chatgpt **[or provide an alternative reference appropriate for your class].** You are responsible for fact checking statements composed by AI language models.

**[Limited usage of ChatGPT Statement]**

Artificial intelligence (AI) language models, such as ChatGPT, may be used for **[assignment types A, B & C**] with appropriate citation, but not for **[assignment types D, E & F].** If you are in doubt as to whether you are using AI language models appropriately in this course, I encourage you to discuss your situation with me. Examples of citing AI language models are available at: libguides.umn.edu/chatgpt **[or provide an alternative reference appropriate for your class**]. You are responsible for fact checking statements composed by AI language models.

**[Prohibit the usage of ChatGPT statement]**

The Board of Regents Student Conduct Code states the following in Section IV, Subd.1: Scholastic Dishonesty:

"Scholastic dishonesty means plagiarism; cheating on assignments or examinations, including the unauthorized use of online learning support and testing platforms; engaging in unauthorized collaboration on academic work, including the posting of student-generated coursework on online learning support and testing platforms not approved for the specific course in question; taking, acquiring, or using course materials without faculty permission, including the posting of faculty-provided course materials on online learning and testing platforms; ..."

Artificial intelligence (AI) language models, such as ChatGPT, and online assignment help tools, such as Chegg®, are examples of online learning support platforms: they cannot be used for course assignments except as explicitly authorized by the instructor. The following actions are prohibited in this course **[remove bullets as necessary]:**

Submitting all or any part of an assignment statement to an online learning support platform;

Incorporating any part of an AI generated response in an assignment;

Using AI to brainstorm, formulate arguments, or template ideas for assignments;

Using AI to summarize or contextualize source materials;

Submitting your own work for this class to an online learning support platform for iteration or improvement.

If you are in doubt as to whether you are using an online learning support platform appropriately in this course, I encourage you to discuss your situation with me.

Any assignment content composed by any resource other than you, regardless of whether that resource is human or digital, must be attributed to the source through proper citation. (Examples of citing content composed by digital tools are presented in: libguides.umn.edu/chatgpt **[or provide an alternative reference appropriate for your class].)**

Unattributed use of online learning support platforms and unauthorized sharing of instructional property are forms of scholastic dishonesty and will be treated as such.

Evaluation & Grading

[Enter a detailed statement of the basis for grading here. Include a breakdown of course components and a point system for achieving a particular grade. Include expected turnaround time for grading/feedback. Please refer to the University’s Uniform Grading Policy and Grading Rubric Resource at <https://z.umn.edu/gradingpolicy>]

**Grading Scale**

The University uses plus and minus grading on a 4.000 cumulative grade point scale in accordance with the following, and you can expect the grade lines to be drawn as follows:

| **% In Class** | **Grade** | **GPA** |
| --- | --- | --- |
| 93 - 100% | A | 4.000 |
| 90 - 92% | A- | 3.667 |
| 87 - 89% | B+ | 3.333 |
| 83 - 86% | B | 3.000 |
| 80 - 82% | B- | 2.667 |
| 77 - 79% | C+ | 2.333 |
| 73 - 76% | C | 2.000 |
| 70 - 72% | C- | 1.667 |
| 67 - 69% | D+ | 1.333 |
| 63 - 66% | D | 1.000 |
| < 62% | F |  |

* A = achievement that is outstanding relative to the level necessary to meet course requirements.
* B = achievement that is significantly above the level necessary to meet course requirements.
* C = achievement that meets the course requirements in every respect.
* D = achievement that is worthy of credit even though it fails to meet fully the course requirements.
* F = failure because work was either (1) completed but at a level of achievement that is not worthy of credit or (2) was not completed and there was no agreement between the instructor and the student that the student would be awarded an I (Incomplete).
* S = achievement that is satisfactory, which is equivalent to a C- or better
* N = achievement that is not satisfactory and signifies that the work was either 1) completed but at a level that is not worthy of credit, or 2) not completed and there was no agreement between the instructor and student that the student would receive an I (Incomplete).

| **Evaluation/Grading Policy** | **Evaluation/Grading Policy Description** |
| --- | --- |
| **Scholastic Dishonesty, Plagiarism, Cheating, etc.** | You are expected to do your own academic work and cite sources as necessary. Failing to do so is scholastic dishonesty. Scholastic dishonesty means plagiarizing; cheating on assignments or examinations; engaging in unauthorized collaboration on academic work; taking, acquiring, or using test materials without faculty permission; submitting false or incomplete records of academic achievement; acting alone or in cooperation with another to falsify records or to obtain dishonestly grades, honors, awards, or professional endorsement; altering, forging, or misusing a University academic record; or fabricating or falsifying data, research procedures, or data analysis (As defined in the Student Conduct Code). For additional information, please see <https://z.umn.edu/dishonesty>  The Office for Student Conduct and Academic Integrity has compiled a useful list of Frequently Asked Questions pertaining to scholastic dishonesty: <https://z.umn.edu/integrity>.  If you have additional questions, please clarify with your instructor. Your instructor can respond to your specific questions regarding what would constitute scholastic dishonesty in the context of a particular class-e.g., whether collaboration on assignments is permitted, requirements and methods for citing sources, if electronic aids are permitted or prohibited during an exam.  Indiana University offers a clear description of plagiarism and an online quiz to check your understanding (<http://z.umn.edu/iuplagiarism>). |
| **Late Assignments** | [Instructor to set policy] |
| **Makeup Work for Legitimate Reasons** | If you experience an extraordinary event that prevents you from completing coursework on time and you would like to make arrangements to make up your work, contact your instructor within 24 hours of the missed deadline if an event could not have been anticipated and at least 48 hours prior if it is anticipated.  University policy recognizes that there are a variety of legitimate circumstances in which students will miss coursework, and that accommodations for makeup work will be made. This policy applies to all course requirements, including any final examination. Students are responsible for planning their schedules to avoid excessive conflicts with course requirements.   1. Instructors may not penalize students for absence during the academic term due to the following unavoidable or legitimate circumstances: illness, physical or mental, of the student or a student’s dependent; medical conditions related to pregnancy; participation in intercollegiate athletic events; subpoenas; jury duty; military service; bereavement, including travel related to bereavement; religious observances; participation in formal University system governance, including the University Senate, Student Senate, and Board of Regents meetings, by students selected as representatives to those bodies; and activities sponsored by the University if identified by the senior academic officer for the campus or the officer’s designee as the basis for excused absences. 2. Voting in a regional, state, or national election is not an unavoidable or legitimate absence. 3. Instructors are expected to accommodate students who wish to participate in party caucuses, pursuant to Board of Regents resolution (see December 2005 Board of Regents Minutes, p 147.) 4. For circumstances not listed in (1), the instructor has primary responsibility to decide on a case-by-case basis if an absence is due to unavoidable or legitimate circumstances and grant a request for makeup work.   Because this course is entirely online and all materials are available to students from the first day of the term, we expect students to plan accordingly if travels or access to internet will cause them to miss a deadline. Note that our deadlines are generally set for 11:55 p.m. CST, so traveling to a different time zone will require additional planning. Further, circumstances that qualify for making up missed work will be handled by the instructor on a case-by-case basis; they will always be considered but not always granted. For complete information, view the U of M's policy on Makeup Work for Legitimate Absences (<http://z.umn.edu/sphmakeupwork>). |
| **Attendance Requirements** | [Instructor to set policy]  **--Delete this text box after reading—**  Student guidebook states: Students are expected to attend all program classes in-person. Other modalities (e.g., Zoom) are used on occasion at the discretion of the individual faculty member. If there is a cause for a student to be absent from class, it is the student’s responsibility to communicate that to their faculty ahead of the scheduled class time.  The attendance requirement section should reiterate the ***in-person*** requirement and add any policy set by the individual instructor |
| **Extra Credit** | [Instructor to set policy] |
| **Intellectual Property of Instructors’ Material** | Students are prohibited from uploading course content (e.g., lecture notes, assignments, or examinations for any courses) created by a University of Minnesota faculty member, lecturer, or instructor to any crowdsourced online learning platform. See the university’s teaching and learning policy site for details: <https://policy.umn.edu/education/studentresp> |

CEPH Knowledge Domains

| **Knowledge Domain** | **Course Learning Objectives** | **Assessment Strategies** |
| --- | --- | --- |
|  |  |  |

NCHL Healthcare Leadership Competencies for CAHME Accreditation Purposes

| **Competency** | **Course Learning Objectives** | **Assessment Strategies**  **--Delete this text box after reading—**  Resources for filling out the CEPH domains and NCHL competencies grids are available on at: <https://intranet.sph.umn.edu/education/forms-tools/>  Remove any tables that are not used. |
| --- | --- | --- |
|  |  |  |

Course Outline/Weekly Schedule

|  |  |  |  |
| --- | --- | --- | --- |
| Week | Topic | Readings | Activities/Assignments |
| Week 1 Date-Date | * Topic | * Readings | * Assignment * Activity * Etc |
| Week 2 Date-Date |  |  |  |
| Week 3 Date-Date |  |  |  |
| Week 4 Date-Date |  |  |  |
| Week 5 Date-Date |  |  |  |
| Week 6 Date-Date |  |  |  |
| Week 7 Date-Date |  |  |  |
| Week 8 Date-Date |  |  |  |
| Week 9 Date-Date |  |  |  |
| Week 10 Date-Date |  |  |  |
| Week 11 Date-Date |  |  |  |
| Week 12 Date-Date |  |  |  |
| Week 13 Date-Date |  |  |  |
| Week 14 Date-Date |  |  |  |
| Week 15 Date-Date |  |  |  |