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| --- | --- |
| Macintosh HD:Users:larrimore:Documents:visual identity and logos:Milken:gw_ci_misph2_2cs_pos.png | [Department of XX]  **[Course Number], [Semester, Year]**  [Course Title], [Number of Credit Hours]  [Day], [Time, from-to] [a.m./p.m.], [Building/Room]  Residential Undergraduate Course |

Instructor(s):

[Name, Degree(s)]

[Title]

[Campus Address]

Phone: [ ]

Email: [ ]

Office Hours: [ ] OR by appointment

Bulletin Description: *should be a maximum of 250 characters including spaces. Descriptions should include only the main themes/topics of the course. Avoid using the allotted space for language such as “Exploration of…” or “In this course we will…” Course descriptions are subject to editing by the Academic Editor prior to course approval.*

Short Title of Course: *can include a colon and it’s how it will appear in Banner. This is the title as it would appear in the Schedule of Classes. Limited to 30 characters*

**Course Summary:** *Additional course description information (recommended, but optional).* *No character limit.*

Course Prerequisite(s):*Be specific- include course number and name. Include specific skills, knowledge, credits completed, as appropriate. Indicate if pre-requisites should be “added with con-concurrency” or not. “With con-currency" means that students register for the course while enrolled in the pre-req or can take the pre-req and the course con-currently (at the same time).*

Program Competencies (list)

*For* ***required*** *courses only. [Insert applicable competency statements. \*\* Sample table shown below Session Outline for courses required in multiple programs.] Please see Director of Academic Planning and Accreditation for complete list.*

1. [ ]
2. [ ]
3. [ ]
4. [ ]
5. [ ]

|  |  |
| --- | --- |
| Course Learning Objectives/Learning Outcomes – Upon completion of the course, students will be able to: *(Avoid verbs like “understand” or “know;” instead use words such as: “analyze,” “synthesize,” “apply,” and “evaluate.” Try googling Bloom’s Taxonomy if stuck. Objectives should be descriptive of the skills or behaviors that students learn and demonstrate in this class. Should be related to the program competencies, if applicable)* | Meets Competency  Number (for required courses only; learning objectives may be building blocks towards competencies or address only one portion and that is okay) |
|  | # |
|  | # |
|  | # |
|  | # |
|  | # |

# Required Texts: *Provide text title, author, edition and, optionally, ISBN*

(Readings should be completed before coming to class!)

|  |  |  |
| --- | --- | --- |
| **Title** | **Author** | **Edition** |
|  |  |  |
|  |  |  |
|  |  |  |

**Recommended/Supplemental Texts** [*if applicable*]

|  |  |  |
| --- | --- | --- |
| **Title** | **Author** | **Edition** |
|  |  |  |
|  |  |  |
|  |  |  |

**Technology Requirements:** *What are the minimum technology requirements for participation in the course; what information do students require about the accessibility of all technologies required in the course; what requirements will the student need for accessing and participating in the course? (e.g., requisite skills for using technology tools and software applications, and computer equipment requirements such as webcam, microphone, and software).*

*Example: Students must have access to a dedicated computer/laptop with video and audio capabilities. Students should have knowledge of working with Blackboard, Zoom and/or WebEx, computer microphones and cameras to access class files, upload assignments, and participate in online meetings as necessary, including small group exercises and team meetings.*

# Methods of Instruction: *(check all that apply)*

|  |  |  |  |
| --- | --- | --- | --- |
|  | Lectures |  | Class and Small Group Discussions |
|  | Case Studies |  | Student Presentations |
|  | Required Readings/Textbook |  | Other [Specify] |
|  | Recommended/Supplemental Readings |  | Other [Specify] |

**Homework Assignments:**

|  |  |
| --- | --- |
|  | % of total grade |
| Individual Project/Paper/Presentation |  |
| Class Participation (defined below) |  |
| Small Group Project |  |
| Quizzes |  |
| Case Studies |  |
| Mid-Term Exam |  |
| Final Exam |  |
| Other *(if applicable)* |  |

# Standard SPH Undergraduate Grading Scale: *(required for all undergraduate SPH classes)*

|  |  |
| --- | --- |
| A: 93-100% | C: 73-76% |
| A-: 90-92% | C-: 70-72% |
| B+: 87-89% | D+: 67-69% |
| B: 83-86% | D: 63-66% |
| B-: 80-82% | D-: 60-62% |
| C+: 77-79% | F: 59% or below |

**Assignments/Descriptions:** *[from breakdown of Methods of Evaluation section above****]***

*Describe all assignments/exams/projects/group work, etc. In required courses, this section should provide a direct connection to the associated competency/competencies.* ***Strongly*** *suggest using some of the same language in the explanations here to show a direct connection to appropriate competencies. Provide information on how assignment will be assessed (e.g., rubric will be provided; all members of a group are required to present and complete a peer evaluation).*

**Workload:** Example language for a 15-week, 3-credit course (15th week is final exam or final assignment due date):

*In this 15-week course, you will be expected to spend 5 hours per week in independent learning which can include reviewing assigned material, preparing for class discussions, working on assignments, studying for exams, and group work. In addition, 2.5 hours per week will be spent in direct instruction.* ***The total workload for this course will be at least 112.5 hours.***

|  |  |
| --- | --- |
|  | *Guidelines* ***- please remove this explanation from final syllabus*** |
| *Reminder: Workload MUST account for 37.5 hours per credit for the term, based on the number of weeks in the session. Undergraduate classes should have an assignment due the finals week to ensure that the 15-week requirement is met.*  *Direct Instruction or guided interaction: the amount of time a student is expected to be engaged in direct or guided interaction with an instructor (e.g., in-person lectures, seminars, discussions, laboratories, supervised group work, examinations).*    *Independent Learning: time students spend outside of scheduled or direct instruction or contact hours with instructor to fulfill course objectives. (e.g., reading assignments, working on assignments, preparing for exams, group work, writing papers, working on projects, preparing presentations)*    *Courses with irregular class meetings/different term lengths:* *For courses that do not meet on a weekly basis, such as research and independent study courses and internships, the distribution of direct and independent learning minutes may vary. The per credit minimum total workload does not change.*  ***More information about GW’s credit hour policy can be found at:*** [***provost.gwu.edu/files/downloads/Resources/Assignment-Credit-Hours-7-2016.pdf***](https://provost.gwu.edu/files/downloads/Resources/Assignment-Credit-Hours-7-2016.pdf) |

**Class Policy: Expectations for individual contributions and acceptable levels of collaboration for assignments on which students may work together** *[describe/define]*

*Example: Homework assignments: Although you may discuss the case studies/homework assignments with other students, the written assignment you turn in must be your own work in your own words. If you copy another student’s assignment or let someone else copies yours, you are both cheating. Exams: Must be done independently, on your own.*

**Class Policy:** **Participation and Discussion** *[describe/define, if applicable] If a percent of grade is assigned to Participation, instructors must define. If faculty are assigning more than 10% of a student’s overall grade in a given course to “participation,” then the explanation in the syllabus must include a clear description to indicate how these points are earned such as clear metrics, a grading rubric and/or a detailed explanation of the instructor process for assigning participation points. That said, by its very nature “participation points” will always include an element of subjectivity on behalf of the instructor, and thus the following language is also suggested*:

*Example (for 10% or less participation): [Insert subject matter of this (Remove course] is a demanding discipline that requires students to think critically and utilize high-level analytical skills regarding complex issues. The discipline requires such mastery not only in well-articulated written work, but also in thoughtful discussions between and among students and instructors. Receiving full points for participation is not simply a matter of showing up and turning work in on time. Outstanding participation grades require truly thoughtful, insightful, and well-argued contributions and leadership in class that demonstrate a high level of mastery of the course material.*

**Class Policy: Late Work** *[describe/define]*

*Example: Every day that an assignment is late will result in 5% reduction in the grade, up to 3 days, at which time the student will receive 0 credit for the assignment.*

**Class Policy: Make-up Work/Make-up Exam** *(if applicable, change content)*

Any student who experiences significant family or personal illness or emergency after the final withdrawal date and is unable to complete course work should ask the instructor for an incomplete for the course. Each case will be managed on an individual basis. The Incomplete Policy must be followed as outlined in the GWSPH Undergraduate Student Handbook.

**Session Outline:** *For the date of each class meeting, specify: the subject, matter/topics to be covered (e.g., lectures, field trips, guest lecturers, etc.) and the pre-class readings (with complete citations) and assignments. Highlight graded assignment due dates, preferably highlighted in bold or capitalized (e.g., homework, quizzes, papers, projects), and exam dates.* ***Generally, undergraduate classes are 15 weeks including the final exam week. Exceptions to this rule are if there are student presentations the final week of class or similar assignment that cannot be pushed back to the final exam period because it would break up the flow of the class. In these cases, the workload must be adjusted to retain the same number of credit hours, but over fewer weeks. If you have questions please speak with the Associate Dean of Undergraduate Education or Director for Academic Planning and Accreditation.***

|  |  |
| --- | --- |
| **Session Outline** |  |
| **Session 1** | **Day/Date** |
| TOPIC(S) /Learning Objectives    Required readings, including complete citations  Recommended readings, including complete citations    Assignments | |
| **Session 2** | **Day/Date** |
| TOPIC(S)/Learning Objectives    Required readings, including complete citations  Recommended readings, including complete citations    Assignments | |
| **Session 3** | **Day/Date** |
| TOPIC(S)/Learning Objectives    Required readings, including complete citations  Recommended readings, including complete citations    Assignments | |
| **Session 4** | **Day/Date** |
| TOPIC(S)/Learning Objectives  Required readings, including complete citations  Recommended readings, including complete citations  Assignments | |
| **Session 5** | **Day/Date** |
| TOPIC(S)/Learning Objectives    Required readings, including complete citations  Recommended readings, including complete citations    Assignments | |
| **Session 6** | **Day/Date** |
| TOPIC(S)/Learning Objectives    Required readings, including complete citations  Recommended readings, including complete citations    Assignments | |
| **Session 7** | **Day/Date** |
| TOPIC(S)/Learning Objectives    Required readings, including complete citations  Recommended readings, including complete citations    Assignments | |
| **Session 8** | **Day/Date** |
| TOPIC(S)/Learning Objectives    Required readings, including complete citations  Recommended readings, including complete citations    Assignments | |
| **Session 9** | **Day/Date** |
| TOPIC(S)/Learning Objectives    Required readings, including complete citations  Recommended readings, including complete citations    Assignments | |
| **Session 10** | **Day/Date** |
| TOPIC(S)/Learning Objectives    Required readings, including complete citations  Recommended readings, including complete citations    Assignments | |
| **Session 11** | **Day/Date** |
| TOPIC(S)/Learning Objectives    Required readings, including complete citations  Recommended readings, including complete citations    Assignments | |
| **Session 12** | **Day/Date** |
| TOPIC(S)/Learning Objectives    Required readings, including complete citations  Recommended readings, including complete citations    Assignments | |
| **Session 13** | **Day/Date** |
| TOPIC(S)/Learning Objectives    Required readings, including complete citations  Recommended readings, including complete citations    Assignments | |
| **Session 14** | **Day/Date** |
| TOPIC(S)/Learning Objectives    Required readings, including complete citations  Recommended readings, including complete citations    Assignments | |
| **Session 15- Final Exam/Final Project Due** | **Finals Week** |

**\*NOTE: In accordance with university policy, the final exam will be given during the final exam period and not the last week of the semester.**

***Instructor Note: Each term, attach current GWSPH Appendix below.*** ***Found on the*** [***GWSPH website***](https://publichealth.gwu.edu/services/faculty/academic-resources)***.***