

# **Syllabus**

Course #: Course Title

Term Year

# Credits

Instructions are in teal highlight. All sections are required Sample language is preceded by yellow highlight and can be edited/deleted. Green highlighted language is new to the latest update of the syllabus. Delete all highlighted words after use.

## Course Description

Input description from [Course Catalog](https://catalog.unc.edu/courses/). If your course description has changed, it **must** be updated in [CIM](https://registrar.unc.edu/courses/curriculum-inventory-management-cim/) in order to be updated in the catalog.

Prerequisites: Indicate “None” if there are no prerequisites for the course

## Instructor

* Name, PhD
* Rank Professor
* Department of X
* [Office location]
* Phone: 919-###-####
* Email: x@email.unc.edu

## Teaching Assistant

* Name,
* contact info

Office Hours: Input Xdays, time to time and/or Available by appointment.

[**Course Website**](https://edtech.unc.edu/service/canvas/)**:** On Canvas, use your ONYEN and password.

Class Days, Times, Location: Input Xdays, time to time, building, room or internet link

## Course Format

[Describe the format of this course.]

[Example 1] The course format will consist of a seminar-style class that meets weekly. Students are expected to complete the readings before class and come to each class prepared to discuss the texts (with the exception of week 1, where the readings will be done after the fact). Lectures will be supplemented with small group discussions, in-class exercises, case studies, and examples from the public health literature.

## Required Readings

[Input required textbook(s) or indicate where students can locate required readings for specific class sessions such as peer reviewed journal articles or course reserves

## Course-at-a-Glance

The instructor reserves the right to make changes to the syllabus, including topics, readings, assignments, and due dates. Any changes will be announced as early as possible.

For week-by-week course details, please see below. All assignments and readings should be completed **before** attending class each week except for Week 1.

[**Instructions:** Faculty may choose to include the session-by-session “**Course Schedule**” (more detail than the “Course-at-a-Glance”) in the syllabus, the appendix, or in a separate place, but are required to tell students.]

|  |  |  |
| --- | --- | --- |
| Date/Session Number | Topic | Assignment Due |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |

## Course Assignments and Assessments

This course will include the following graded assignments that contribute to your final grade in the course.

[**Instructions:** Faculty may choose to include **assignment descriptions** in the syllabus or in a separate place but are required to tell students where.]

|  |  |
| --- | --- |
| Graded Assignments[Examples below.] | Points/Percentages ofFinal Course Grade[Examples below.] |
| 1. Course Discussions | 10 |
| 2. Article Critique | 15 |
| 3. Group Project | 25 |
| 4. Presentation | 25 |
| 5. Final Exam | 25 |
| Total | 100 |

## Course Grading Scale(s)

[**Instructions:** Keep applicable scales and delete other as indicated below:

Courses numbered **700+** use **H-F** scale.

Courses numbered **400-699** use both **H-F and A-F** scales.

Courses numbered **<400**, use the **A-F** scale.]

Final course grades will be determined using the following [UNC Graduate School grading scale](https://handbook.unc.edu/grading.html). The relative weight of each course component is shown in the Graded Assignments section.

* **H**—High Pass (93-100): Clear excellence
* **P**—Pass (80-92): Entirely satisfactory graduate work
* **L**—Low Pass (70-79): Inadequate graduate work
* **F**—Fail (0-69)

Final course grades will be determined using the following [UNC Undergraduate grading system](https://registrar.unc.edu/academic-services/grades/explanation-of-grading-system/).

**A** (90-100): Mastery of course content at the highest level of attainment that can reasonably be expected of students at a given stage of development. The A grade states clearly that the students have shown such outstanding promise in the aspect of the discipline under study that he/she may be strongly encouraged to continue.

**B** (80-89): Strong performance demonstrating a high level of attainment for a student at a given stage of development. The B grade states that the student has shown solid promise in the aspect of the discipline under study.

**C** (70-79): A totally acceptable performance demonstrating an adequate level of attainment for a student at a given stage of development. The C grade states that, while not yet showing unusual promise, the student may continue to study in the discipline with reasonable hope of intellectual development.

**D** (60-69): A marginal performance in the required exercises demonstrating a minimal passing level of attainment. A student has given no evidence of prospective growth in the discipline; an accumulation of D grades should be taken to mean that the student would be well advised not to continue in the academic field.

**F** (0-59): For whatever reason, an unacceptable performance. The F grade indicates that the student’s performance in the required exercises has revealed almost no understanding of the course content. A grade of F should warrant an advisor’s questioning whether the student may suitably register for further study in the discipline before remedial work is undertaken.

## Map of Competencies to Learning Objectives and Assessment Assignments

Below you will see the program competency(ies) you will develop in this course, the learning objectives that comprise the competency, and the assignment(s) in which you will practice demonstrating each competency.

[**Instructions:**

**Competency:** In the course syllabus, we are **required** to list competencies taught in this course, clearly identify when taught, how taught (e.g., learning objectives), and how assessed (e.g., description of assessment assignment). CEPH uses the term competency, while campus often references learning outcome. Competency refers to CEPH-defined foundational competencies (e.g., BSPH, MPH, DrPH) or school-defined concentration and/or program competencies (e.g., MS, PhD). For BSPH, MPH, DrPH courses, use the competency coding convention (e.g., MPH08, EPID03). Also list competencies taught in this course in the appropriate session(s) of the “Course Schedule.” Courses that are not required for any degree program of study are not required to have competencies listed on the syllabus.

**Learning Objectives:** List the learning objectives that comprise each competency taught in this course. Also list learning objectives comprising each competency in the “**Course Schedule**” in the sessions where taught.

**Assessment Assignment:** Name and briefly describe assignments that assess student demonstration of each competency taught in this course, making sure the name matches the name of the graded assignment in the graded assignment table above.]

**Competency:**

**Learning Objectives** that comprise the competency:

**Assessment Assignment** for evidence of student attainment of competency:

## Expectations, Policies, and Resources

### Accessibility at UNC Chapel Hill

The University of North Carolina at Chapel Hill facilitates the implementation of reasonable accommodations, including resources and services, for students with disabilities, chronic medical conditions, a temporary disability or pregnancy complications resulting in barriers to fully accessing University courses, programs and activities. Accommodations are determined through the Office of Accessibility Resources and Service (ARS) for individuals with documented qualifying disabilities in accordance with applicable state and federal laws. See the [ARS Website](https://ars.unc.edu/) for contact information or email ARS.

### Attendance/ Participation

[**Instructions:** Instructors must include a statement about expectations for attendance and participation in this course. Additional examples may be found at the school’s [syllabus webpage](https://sph.unc.edu/resource-pages/gillings-school-syllabus/).]

[Example:] Your attendance and active participation are an integral part of your learning experience in this course. If you are unavoidably absent, please notify the course instructor (and Teaching Assistant if one is assigned). No right or privilege exists that permits a student to be absent from any class meetings, except for these University Approved Absences:

1. Authorized University activities
2. Disability/religious observance/pregnancy, as required by law and approved by [Accessibility Resources and Service](https://ars.unc.edu/) and/or the [Equal Opportunity and Compliance Office](https://eoc.unc.edu/what-we-do/accommodations/).
3. Significant health condition and/or personal/family emergency as approved by the [Office of the Dean of Students](https://odos.unc.edu/), [Gender Violence Service Coordinators,](https://lgbtq.unc.edu/programs/community-building/queerfallfest/campus-resources/gender-violence-services-coordinators/) and/or the [Equal Opportunity and Compliance Office](https://eoc.unc.edu/what-we-do/accommodations/).

### Course Communication Expectations

Students must maintain course communications (e.g., email, course announcements, course discussions, etc.) with their peers and instructor(s) to be successful in this course. You are expected to check, read, and respond when necessary to your course communications regularly (i.e., at least two times during the business week). Not reading email is an unacceptable excuse for missing course communications.

Student well-being is my/our primary concern. To ensure you have the support needed to be successful in this program, your academic coordinator, faculty mentor, assistant dean of master’s degree programs, associate dean for student affairs, and/or dean of students may get involved if non-responsiveness becomes a significant concern.

All UNC affiliates (including students, faculty, and staff) must use their University email account to conduct UNC business. Use of personal email addresses, including auto-forwarding to external/personal accounts, is not allowed for conducting University business. For more information, see the [Individual Email Address Policy](https://policies.unc.edu/TDClient/2833/Portal/KB/ArticleDet?ID=131262).

### Counseling and Psychological Services (CAPS) at UNC Chapel Hill

[CAPS](https://caps.unc.edu/) is strongly committed to addressing the mental health needs of our diverse student body through timely access to consultation and connection to clinically appropriate services. They offer a [variety of services](https://caps.unc.edu/services/) to meet your mental health needs and are available 24/7. Note: All counseling services provided are completely confidential and in no way connected to your academic record.

### Honor Code

[**Instructions:** An Honor Code statement is required on all syllabi. Below the required language, you may select from the following examples or create your own. More information about Honor Code statements can be found by reading [Honor in the Syllabus](https://studentconduct.unc.edu/instructors/honor-syllabus/).]

**[Example - AY 22-23 Suggestion]** I expect all students to follow the guidelines of the UNC Honor Code. In particular, students are expected to refrain from “lying, cheating, or stealing” in the academic context. You can read more about the honor code at [studentconduct.unc.edu](https://studentconduct.unc.edu/). In any course, including mine, what constitutes cheating can change from one activity to another. For example, collaboration may be encouraged for an assignment but qualify as cheating during an exam. Please see my guidelines for each activity, and if you are unsure, please ask me to clarify. In remote classes, there may be many temptations for using online exchange sites, such as Chegg. Note that these sites provide names of students who have used their materials, and they routinely cooperate with institutions around academic integrity issues. Please don’t get caught up with honor code issues just because it appears to be simple and untraceable. It is not!

[Example] As a student at UNC Chapel Hill, you are bound by the [university’s Honor Code](https://catalog.unc.edu/policies-procedures/honor-code/), through which UNC maintains standards of academic excellence and community values. It is your responsibility to learn about and abide by the code. To ensure an effective Honor System at UNC, in this course students are expected to:

* [Example] Conduct all academic work within the letter and spirit of the Honor Code, which prohibits the giving or receiving of unauthorized aid in all academic processes.
* [Example] Learn and apply the recognized techniques of proper attribution of sources used in written work; and to identify allowable resource materials or aids to be used during completion of any graded work.
* [Example] Students may use materials they wrote for other courses, but only if the student themselves produced the work.
* [Example] For homework, students may verbally discuss approaches to the problems but each student should independently write up the answer and verify solutions.
* [Example] For take-home tests, students must work completely independently without communicating with other students, tutors, or anyone else about any material related to the test questions. The test is ‘open book’ and ‘open notes.’

If you have any questions about your rights and responsibilities, consult the [Office of Student Conduct](https://studentconduct.unc.edu/) or review the following resources: [Honor System](https://studentconduct.unc.edu/honor-system); [Honor System module](https://studentconduct.unc.edu/honor-system-module); [UNC Library’s plagiarism tutorial](https://guides.lib.unc.edu/plagiarism); [UNC Writing Center’s handout on plagiarism](https://writingcenter.unc.edu/tips-and-tools/plagiarism/).

### Use of Generative AI

Instructions: A statement regarding the use of AI is required on all syllabi.  Below the required language, you may select from the following examples (provided for your convenience) or create your own.  Use of AI is at the discretion of the instructor and may even vary across assignments.  Instructors have the responsibility to clearly communicate expectations to students.  You can refer to the [UNC Generative AI Syllabus Guidelines](https://go.unc.edu/gillings-syllabus-guidelines-gai) to help you customize a statement.

[Required:]

Generative artificial intelligence (AI) tools (e.g., ChatGPT) that generate text, images, and media, could aid brainstorming, research, and content creation, and may be useful in public health practice. However, these tools must be used ethically, transparently, and with the understanding of their limitations including circumstances when AI use hinders rather promotes learning.

In this course, Gen AI cannot be:

* Used as a replacement for doing the assigned course readings
* Used solely for the output for completing mathematical computations
* Used solely for the output for submitting written work
* Used for cheating or to gain unfair advantages

If you have any questions, please contact me. I reserve the right to submit written assignments to AI detection programs (e.g., iThenticate). Suspected violations will be reported to the University Honor Court.

**Unless I provide other guidelines for an assignment or exam, you should follow these guidelines:**

[EXAMPLE 1: This is the Default UNC-CH Policy.  It generally allows AI Use for many tasks. It requires that students document the use.]

Students are expected to follow the policy provided by the UNC Ge­nerative AI committee.  Briefly, this policy allows the use of AI for a variety of tasks (including topic selection, brainstorming, research, source valuation, outlining, drafting, media creation, revising, and polishing).  Importantly, when you use Gen AI in your work, you must document it as specified at the website above.  **This policy is at your instructor's discretion and may be modified with written notice for specific tests and assignments.**

[Example 2: AI Use is allowed in a limited way - instructor lists explicitly what assignments and/or what aspects of assignments in which AI is allowed.

You can use Generative AI for the following (<Choose only those aspects or assignments where AI is allowed>):

* **Writing and Presentation:** In principle, you may submit material that contains AI-generated content, or is based on or derived from it, if this use is properly documented. This may include drafting an outline, preparing individual sections, combining elements, removing redundant parts, and compiling and annotating references. Your documentation must make the process transparent – the submission itself must meet the relevant standards of attribution and validation.

* **Multimedia Assignments:** In principle, you may submit material that contains AI-generated content, or is based on or derived from it, if this use is properly documented. This may include the generation of images, audio, music, video, etc. Your documentation must make the process transparent – the submission itself must meet the relevant standards of attribution and validation.

* **Mathematical and Statistical Analysis, Data Analysis, Data Interpretation, Coding of Data, generalizing data to a problem set or any other forms of quantification of language or concepts, etc.:** Generative AI can be used for these purposes; however, the output must be verified via your own mathematical calculations and proof of work provided in your assignment.
* **Readings and Discussions:** Generative AI can be used to analyze readings. However, you must also do the readings. Generative AI analysis is not a substitute for reading the works themselves. Similarly, participating in online discussions of readings requires that you provide your own contributions. Unless I specifically allow it, do not generate responses to readings using AI.
* **Research:** Use AI tools with the goal of deepening, rather than replacing or stagnating, skills in research, writing and communication. Provide an appendix detailing how you and why you used AI tools to support a final product (e.g., idea generation, exploring course content more deeply). The appendix should include which tool was used, and the questions asked. Cite the AI tool for any text that was AI-generated, consistent with [policies of some scientific journals](https://factor.niehs.nih.gov/2023/3/feature/2-artificial-intelligence-ethics). Note that AI text generation for written assignments is strongly discouraged, and any sections of AI generated text will be scrutinized closely.

* **Simulations:** In principle, you may use AI tools for advice or brainstorming. It should not, however, be used to find cheats or other unfair advantages. If a report is part of the assignment, your documentation of how you used AI in completing the simulation must make the process transparent.
* **Group Work:** Group work guidelines are based on the type of assignment above (e.g., a group written assignment will use the guidelines for written assignments). But be transparent with team members about use of AI tools. I suggest coming to an agreement about whether and how your team will use such tools.
* **In-Class Activities:** Instructions on the appropriate use of AI for in-class activities will be provided by me.
* **Written & Oral Exams:** Unless I explicitly grant permission, the use of AI tools is prohibited and could potentially constitute a reportable violation to the UNC Honor Court. If AI tools are explicitly permitted, you must adhere to the guidelines concerning AI citation, verification, and clarity as outlined below.

Any uses of AI must include a **statement of how you used AI to complete your work as described in the** [**UNC Syllabus Guidelines for AI**](https://go.unc.edu/gillings-syllabus-guidelines-gai)**.**

**This policy is at your instructor's discretion and may be modified with written notice for specific tests and assignments.**

[Example 3: No AI Use is Allowed.]The use of Generative AI in coursework is strictly prohibited. Because of the nature of the learning in this course, this policy maintains academic integrity and uphold the principles of originality and individual effort when you submit coursework.

### iThenticate

(optional) [iThenticate](https://research.unc.edu/systems/ithenticate/) is a writing tool to help ensure that scholarly and research documents such as written assignments, manuscripts, theses, dissertations, and grant applications follow proper citation practices. You may choose to use this software to improve your writing and citations. However, your instructor reserves the right to use the software if any written assignment is suspected of having un-cited or improperly cited work.

### Appropriate Use of Course Resources

The materials used in this class, including, but not limited to, syllabus, exams, quizzes, and assignments are copyright protected works. Any unauthorized copying of the class materials is a violation of federal law and may result in disciplinary actions being taken against the student. Additionally, the sharing of class materials without the specific, express approval of the instructor may be a violation of the University's Student Honor Code and an act of academic dishonesty, which could result in further disciplinary action. This includes, among other things, uploading class materials to websites for the purpose of sharing those materials with other current or future students and sharing assessments from prior terms. Instructors are required to report suspected misuse of course resources to the Office of Student Conduct.

You are not permitted to upload any content from this course to the web in any form, including but not limited to Chegg, Course Hero, Coursera, Google Drive, etc. If you post my course content, you may be violating my intellectual property rights. If you post your own work from this course, you are allowing sites to profit from your intellectual property. In utilizing web sources to upload or download course content, you risk violating the [University’s Honor Code](https://studentconduct.unc.edu/instructors/honor-syllabus/).

### Inclusive Excellence

We are committed to expanding diversity and inclusiveness across the School — among faculty, staff, students, on advisory groups, and in our curricula, leadership, policies and practices. We measure diversity and inclusion not only in numbers, but also by the extent to which students, alumni, faculty, and staff members perceive the School’s environment as welcoming, valuing all individuals, and supporting their development.

For more information about how we are practicing inclusive excellence at the Gillings School, visit the following webpages: [Inclusive Excellence](https://sph.unc.edu/resource-pages/inclusive-excellence/), [Inclusive Excellence Action Plan](https://sph.unc.edu/diversity/inclusive-excellence-action-plan/), [Minority Health Conference](https://minorityhealth.web.unc.edu/), and [National Health Equity Research Webcast](https://sph.unc.edu/mhp/nat-health-equity-research-webcast/).

Additional campus resources include: the [LGBTQ Center](https://lgbtq.unc.edu/); [Non-Discrimination Policies at UNC Chapel Hill](https://eoc.unc.edu/our-policies/policy-statement-on-non-discrimination/); [Ombuds](https://ombuds.unc.edu/); and [Prohibited Discrimination, Harassment, and Related Misconduct at UNC Chapel Hill](https://eoc.unc.edu/our-policies/ppdhrm/).

[Example] In this class, we practice the Gillings School’s commitment to inclusion, diversity, anti-racism and equity in the following ways.

* Develop classroom participation approaches that acknowledge the diversity of ways of contributing in the classroom and foster participation and engagement of *all* students.
* Structure assessment approaches that acknowledge different methods for acquiring knowledge and demonstrating proficiency.
* Encourage and solicit feedback from students to continually improve inclusive practices.
* Treat all members of the Gillings community (students, faculty, and staff) as human persons of equal worth who deserve dignity and respect, even in moments of conflict and disagreement.
* Contribute to creating a welcoming and inclusive classroom environment, where all are able to learn and grow from one another.
* Acknowledge and respect the diversity of experiences that others bring to the classroom and the ways in which this richness enhances everyone’s learning
* Strive to maintain a spirit of curiosity and generosity, particularly in the face of new and/or seemingly contradictory information and perspectives Encourage and solicit feedback from students to continually improve inclusive practices.

### Land Acknowledgement

Please read The Gillings School’s [Land Acknowledgement](https://sph.unc.edu/diversity/land-acknowledgement/).

### Student Feedback and Equity Concerns

Please use the [Student Academic Complaint Process](https://sph.unc.edu/students/student-academic-complaint-process/) for issues related to administrative processes, curriculum, academic and/or classroom activities.  We also value your feedback and suggestions including specific equity concerns and bias-related issues. You can use this form to submit feedback and suggestions, both positive and negative, and share equity related issues.  This form will allow you to specifically describe incidents in which racial or other equity-related bias, or microaggressions, occurred. You may submit this form anonymously. However, for us to follow up and provide the necessary support, we encourage you to include your contact information. For further information, please visit the [Student Feedback and Equity Concerns FAQ](https://sph.unc.edu/students/student-feedback-and-equity-concerns-faq/). Please note that this form does not take the place of any University process or policy. If you would like to report an incident under the University’s policy on [Prohibited Discrimination, Harassment, and Related Misconduct including Sexual and Gender Based Harassment, Sexual Violence, Interpersonal Violence, and Stalking](https://policies.unc.edu/TDClient/2833/Portal/KB/ArticleDet?ID=132487#autoid-drq2r), please visit [Safe at UNC](https://safe.unc.edu/) or the [Equal Opportunity and Compliance Office](https://eoc.unc.edu/) (EOC) for additional information, including resources, contact, and reporting options.

### Technical Support

[Example]The best way to help prevent technical issues from causing problems for assignments and quizzes is to submit them at least 24-36 hours before the due date and time. Your instructor cannot resolve technical issues, but it’s important to notify them if you are experiencing issues. If you have problems submitting an assignment or taking a quiz in Sakai, immediately do the following:

1. Contact the UNC Information Technology Services (ITS) department with the time you attempted to do your course action and what the course action was.
2. Email your instructor with the information you sent to ITS and what time you sent the information.

The ITS department provides technical support 24-hours per day, seven days per week. If you need computer help, please contact the ITS Help Desk by phone at +1-919-962-HELP (4357), or by [online help request](http://help.unc.edu/help/olhr), or by [UNC Live Chat](http://help.unc.edu/chat.).

### Safety and Emergency Information at Gillings

Though unlikely, there is always a possibility that there might be some type of emergency during the semester. Emergencies come in many different forms – weather, medical, fire and ones involving people intending to do harm.

As you probably know from your own experience, pre-K through 12th-grade students prepare in advance for emergency situations. As college students, you too need to think in advance about emergency situations. I would like to take a few moments to talk about actions to take in the event of an emergency in our classroom setting.

**If there is an emergency, I will stop teaching right away.**

* When it is safe to do so, we will call 9-1-1 and identify our building and room number, as well as the issue.
* There are some areas on campus, such as indoors, where you can’t hear the Alert Carolina siren. The first warning of an emergency may come to our attention via a messenger at the classroom door or through a personal electronic device.
* If you see or experience something unusual or concerning – before, during or after class – that may lead to an emergency, please let me or another faculty member/administrator or Gillings School security know as soon as possible. Alert me even if you have only an inkling that something may not be right.

**It is very important that you make me aware.**

***In a weather emergency,*** you may not be able to hear the emergency siren if you are inside of a building. If you are inside, move to an interior room on the lowest floor, and stay away from windows. ***In a medical/mental health emergency,*** please make space for first responders to do their work. UNC Police, Fire Department and EMS respond to all medical calls on campus. ***In the case of fire,*** do not attempt to carry anything in your hands. Exit quickly in as orderly a way as possible. Help others as much as possible. ***In a situation in which one or more people intend to do harm,***assess the situation and make a decision. Unfortunately, there may not be a clear “right” answer. However, your circumstances may make one of these actions the only viable option to protect yourself.

* **Run:** Have an escape route and plan in mind, leave your belongings behind, keep your hands visible, exit the building as quickly and safely as possible, distancing yourself from the threat, and follow law enforcement’s direction.
* **Hide:** If you cannot safely evacuate your building or are unsure of the location of the threat, secure your room, classroom or office, creating as many barriers between you and the threat. If you are caught outside, seek shelter inside the nearest building, and secure an interior space. Take the following actions: Lock or secure doors, turn off lights, move into concealed areas of the room away from doors and windows, silence your mobile devices and remain calm and quiet.
* **Fight:** Use this as a last resort if your life is in imminent danger. If there are no other options to safely escape and you are confronted by the intruder, attempt to disrupt or incapacitate the intruder using all available resources (e.g., acting aggressively, yelling, throwing items, improvising weapons).

If you need to exit the building in an emergency, seek cover behind buildings, cars and other solid structures – go as far away as possible while still staying safe. Keep going until you know that you are out of danger.

**Here is what you need to do next:**

Take the time you need to identify the different entrances and exits in this room and this building. There are many ways in and out of this building. The next time you come to class, think about possible routes. Try different routes so you are aware.

Be better prepared for UNC-specific safety procedures by visiting [Carolina Ready.](https://campussafety.unc.edu/carolina-ready/)

#### **Important Contacts:**

#### **Emergencies, anywhere: Call 911**

#### **Gillings School Resources:**

#### **Gillings DPS Security:** (919) 357-8037

#### **Building Issues:** (919) 843-7872

#### **Gillings Student Affairs:** (919) 966-2499

### Title IX at UNC Chapel Hill

Any student who is impacted by discrimination, harassment, interpersonal (relationship) violence, sexual violence, sexual exploitations, or stalking is encouraged to seek resources on campus or in the community. Please contact the Director of Title IX Compliance / Title IX Coordinator (Adrienne Allison), Report and Response Coordinators in the Equal Opportunity and Compliance Office, Counseling and Psychological Services (confidential), or the Gender Violence Services Coordinators (confidential) to discuss your specific needs. Additional resources are available at the [“Safe at UNC” website](https://safe.unc.edu).

### Syllabus Changes

The instructor reserves the right to make changes to the syllabus, including topics, readings, assignments, and due dates. Any changes will be announced as early as possible.