

SYLLABUS

Spring Semester, January 22, 2025 – May 10, 2025

Department/Program: Public Health, Minor
Course Title & Number: PUBH/UEP 209: Health Policy (4 units)
Days and Times: Wednesdays, 7:15pm-10:10pm
Course Dates: Wed, 1/22/2025 – Fri, 5/10/2025
Course Location: Johnson 104

Course Instructor: Alicia O. Carranza, MPH, MCHES®, NBC-HWC, CTSS, DrPH
Contact Information: carranzaa@oxy.edu

Office Hours: Office hours will be held every Wednesday 6:00pm-7:00pm.
Students can also schedule an appointment by contacting me by email or speaking with me before or after class.

Course Description:

Why does the United States spend more on health care per person than other developed countries and still have worse health outcomes? American health care costs (including drug prices) are higher and we have a much greater use of expensive medical technology than in other countries. This course will examine the strengths and weaknesses of different approaches to health care delivery and financing, including private, single-payer and universal systems. Students will analyze the impact of these approaches on access, cost, quality, and disparities. They will also examine the historical, economic, social, and political factors that have led the U.S. to adopt its current health system, how care is delivered (hospital, community clinic, Veterans Administration), analyze its strengths and weaknesses, and examine the different proposals for reforming it.

This course is intended to provide an overview of health planning, health service delivery, health policy, and health ethics, and provide students with a framework for understanding the goals, politics, and barriers to health care improvement. At the conclusion of the course, students will understand the legal basis for government regulation of health and health care, the current makeup of the American health care system, the history of health reform in the United States, how health care is delivered in other industrialized countries, and potential paths forward for the United States.

Course Website

<https://moodle.oxy.edu/course/view.php?id=37746>

Course Objectives:

By the end of the course, students will be able to:

1. Describe the process of enacting healthy policy in the United States, including the role of legislators, government agencies, judges, community-based organizations, corporations, and individuals.
2. Understand the unique and diverse organizational structures of the U.S. Health Care system and how it impacts access to and quality of care.
3. Analyze the impact of policies on individual and population health.
4. Explain strengths, weaknesses and feasibility of policy approaches that aim to promote health, prevent disease, and improve health services delivery.
5. Frame and analyze complex health policy challenges, synthesize, and effectively communicate ideas through written and oral work.
6. Explain the organization of the health care system, including principles and examples of health insurance and health care finance.
7. Identify the interplay between social determinants of health and health policy.

Course materials:

Required

- Sara E. Wilensky and Teitelbaum, Joel B., *Essentials of Health Policy and Law*, 4th edition. Burlington, MA: Jones and Bartlett Learning.
(<https://www.amazon.com/Essentials-Health-Policy-Joel-Teitelbaum/dp/1284151581?asin=1284151581&revisionId=&format=4&depth=1>)

Required

- —We will also read several news articles, journal articles, fact sheets, and cases as noted on the syllabus. They will either be linked from the syllabus or posted on Moodle.

Course Structure and Requirements

This course will utilize lecture, discussions, in-class activities, and videos.

Instructors' Evaluation of Student Engagement generally consists of an assessment on the following:

1. Regular class attendance. Each student is expected to come to all scheduled class sessions.
2. Student engagement and contributions to in-class discussions, online discussion threads (where applicable), team projects, and individual activities. Our goal is to assess student comprehension, and the ability to demonstrate appropriate applications and integration of essential course content. Each student will gain a better understanding of building healthy systems when he or she reads all the assigned readings prior to class and is prepared to participate actively in specified activities during each class session.
3. Assignments, In-class Activities, and Participation in Online Discussions. Each student will be required to seek ways to demonstrate active engagement during each module, and to respond to input from the instructor and other students in the course. The instructor will monitor this interaction and student participation will be noted as part of the engagement portion of the grade.
4. Deliverables. Each student must complete and submit all written assignments on the dates due. Late assignments will be penalized unless a prior legitimate excuse is provided in advance of the class.
5. Intellectual integrity. Each student must adhere to the highest ethical standards for academic conduct. This topic is addressed in detail under the course syllabus “Occidental College Policies” section entitled “Statement of the Shared Academic Integrity Commitment.”

Reading:

Students are expected to read all assigned texts prior to the class in which they’ll be discussed and be prepared to engage in informed discussions regarding those texts. The breakdown of the reading assignments is found later in the syllabus in the **Course Summary Table**.

Discussions (20%):

Participation is expected as the work that we do in class is critical to your understanding of the material and you will be giving feedback to your peers on many occasions. Discussion and small group activities, in class and online, supply the opportunity for you to demonstrate your learning and put it into practice and allow me the opportunity to assess whether you are grasping the relevant concepts. However, if there is a medical issue or family emergency, please let me know; I recognize that other life issues can sometimes arise unexpectedly. If you must miss class due to an official Oxy event, or due to reasons of faith or conscience, please let me know as early in the semester as possible.

Students must be prepared to comment on readings as they relate to the lecture and present an informed viewpoint on issues arising in discussion. Students can be expected to be called on at random and are expected to be able to provide intelligent discussion regarding the readings, integrating their own knowledge and experience. There will also be several in-class group-based

activities in which students are expected to substantially contribute their knowledge and expertise.

In-class discussions will be worth a total of 5% over the entire semester.

There will be five online discussion assignments beginning the first week of class. The remaining online discussions will be during weeks 3, 7, 9, and 13. Each assignment will be worth 3% each (total 15% of your discussion grade).

Mini-Social Media Campaign (5%):

Create a social media post educating a specific audience about a potential policy and write a one-page media brief. You can choose any health-related policy. The policy can be at any level: city, county, state, or national.

Please see the **Course Summary Table** for the due date and follow the guidelines below.

Complete your 1-page media brief first and include the following sections:

- o Campaign description: what policy issue are you trying to address,
- o Target Audiences: list at least 1 primary audience,
- o Media Strategy: what platforms do you plan to use (e.g., social media, print ads on bus shelters, etc.),
- o Demographics of target audience: list at least 3 demographics (e.g., language, income level, ethnicities, etc.),

Please submit your post as a PDF or MP4 file. It should be no smaller than 6.5” x 6.5”

The post is worth 2.5 points and the one-page media brief is worth 2.5 points.

There are many graphic design platforms available that you may use for this assignment, including:

- Canva: <https://www.canva.com/>
- Piktochart: <https://piktochart.com/>
- PowerPoint
- Animoto: <https://animoto.com/>

***Please note – you do not need to post your assignment online. For credit, you only need to submit your posts through Moodle.**

Health Insurance Assignment (5%):

Watch the short video at the link below:

<https://www.youtube.com/watch?v=DBTmNm8D-84>

Read the handouts on health insurance (see Week 10 in Moodle) and complete the attached worksheets.

Midterm (21%):

Students will identify a recent health policy (adopted within the last 10 years) and prepare a PowerPoint presentation to critique the policy and provide recommendations on how policymakers can improve it. The policy can be local, state, national or international.

The presentation must include:

- Description of the policy
- Its target population
- How it achieves its goal(s)
- Its intended impact on health and economic implications
- Strengths and weaknesses of the policy
- At least 2 recommendations for improving the policy

Other requirements:

- The presentation must be 7-10 minutes long
- At least 12 slides (not including reference slide)
- At least 5 citations (*A separate slide should be used to list references*)

The presentations will be conducted in class during the 6th and 7th weeks of the semester. An online sign-up link will be posted during the 4th week of the course, in Moodle, to allow students to select the day/order they would like to present.

Please be prepared for up to 3 questions from class/professor after your presentation.

You must submit the PPT file in Moodle by Tuesday 2/27/2024 by 11:59 pm. regardless of which day you choose to present.

Policy Brief (24%):

You will write a policy brief that is focused on addressing a current public health problem. You will need to make sure you narrow the problem to something that can be defined and measured. For example, start with a general problem such as obesity, after exploring your issue you might decide to focus on school-based physical activity programs to reduce childhood obesity. To keep narrowing the issue, you may decide to then craft a policy brief about a particular program: Active Play Design; and a particular population: children 0-12 years old. You will need to identify a specific jurisdiction and decision maker that has the authority to address this issue. Using the example above, you could focus on the City of Los Angeles council members and recommending a local ordinance.

Active Play examples:

- <https://cdesignc.org/infill/playspace/art-of-active-play>
- <chrome-extension://efaidnbmnnnibpcajpcglclefindmkaj/https://www.nyc.gov/assets/doh/downloads/pdf/environmental/active-design-playbook.pdf>

The policy brief must include the following sections:

1. **Title:** 1-2 sentences, engaging for your audience.
2. **Executive Summary (1-2 pages):** A clear statement of the issue/problem, purpose of your policy brief, key findings and recommendations (at least 3), a brief mention of research methodology (“A survey showed ...”), and an anecdote or story.
3. **Scope of the Problem/Context (2 pages):** Context and background of the issue/problem (e.g., legislative history, statistics, demographics, and other things that will get a policy maker up to date), a brief 2-3 sentences description of research methodology, and presentation and discussion of your research findings, including one visual aid that conveys or supports the main message (e.g., photo, graphs, infographic, etc.).
4. **Policy Implications (2 pages):** Discuss why the policy maker should care, why it is relevant, and the options available. Include actions available to the policy maker, pros and cons of each approach/solution, and descriptions of how changes will improve the situation.
5. **Policy Recommendation (1 page):** Give evidence to support one option. This option should be 1) actionable (achievable), 2) feasible (practical and affordable), and 3) culturally appropriate (respectful of the cultural and political context).
6. **Additional Resources:** list at least 2 additional resources that the policy maker could view to find more information if interested.
7. **References:** Must include at least 7 citations (*A separate page should be used to list references*)

It should be:

- Double spaced
- 12-point font
- 1-inch margins all around
- Include section headings in **Bold**

Below are some links to help you with crafting your briefs:

- Health Affairs Briefs: <https://www.healthaffairs.org/action/doSearch?startPage=&target=do-brief&content=brie fs&DOResourceTypeId=briefs&sortBy=Earliest>
- CDC Resources for Writing Briefs: <https://www.cdc.gov/policy/polaris/training/writing-briefs/index.html>
- National Education Policy Center: <https://nepc.colorado.edu/publications/policy-briefs>

This assignment is due during week 14 on Friday 4/26/2024 by 11:59 pm.

Final Exam (25%):

The final exam will be open from Friday, May 2nd at 6:30pm until Monday, May 5th at 6:30pm. You will have one attempt with unlimited time during the three days listed above.

You are responsible for material covered during all lectures, readings, videos, as well as material presented by all guest lecturers. Cheating on an exam will result in no points for that exam and treatment pursuant to the University's policies on Academic Honesty.

The exam will consist of 30 multiple choice questions worth 0.5 points each and 5 short-answer questions worth 2 points each.

Make-up exams will not be given except in the case of emergencies with some type of documented proof. (Documentation is flexible as there are many different emergencies)

Extra Credit (up to 3%):

There will be two (2) extra credit opportunities available for the entire semester. Both are due by or before May 6, 2025 at 11:59pm.

Extra credit #1 – 1.5%

As you will learn, advocacy is critical to health policy. Pick a health policy, it can be one currently proposed or one you think should be enacted. Write a one-page letter of support (e.g., flavored tobacco sales ban) **OR** a letter in opposition (e.g., new commercial developments due to increased pollutant exposure).

1. The policy can be local, state, or federal
2. It can be a currently proposed policy **OR** one you think would benefit public health

To receive credit, email the letter of support/opposition to me with the name of the agency you intended to send it. You **do not** need to send it to the agency to receive credit, it is your choice if you would like to submit it.

Please list your references on a separate page.

For example: if you write a letter of support to the City of Los Angeles for a healthy stores program, provide me the copy of the letter and name of the Mayor/City councilmembers for the City of LA.

For examples of letters of support/opposition please check out the following links:

- [Letter in Opposition to CARE Court by Disability Rights California](#) (example of a healthy equity issue)
- [Letter Urging Regulation of Synthetic Nicotine E-cigarette Products](#)
- [Letter of Support for H.R. 6311/S. 3418 Comprehensive Addiction Resources Emergency Act](#)

For examples of current policies where public comment is being requested, see the links below.

Federal Register – Public Comment

<https://www.federalregister.gov/documents/2022/11/21/2022-24705/special-supplemental-nutrition-program-for-women-infants-and-children-wic-revisions-in-the-wic-food>

Office for Human Research Protections – Request for Comments

<https://www.hhs.gov/ohrp/regulations-and-policy/requests-for-comments/index.html>

California State Senate, Senate Health Committee

<https://shea.senate.ca.gov/>

Extra credit #2 – 1.5%

Watch the webinar titled, *Trauma-Informed Advocacy: Practical Tools for Working with Vulnerable Populations*, write ~450 word reflection, including a 2-3 sentence summary of the webinar, on how you can apply the content in your future career.

To access the webinar, follow these steps.

1. Visit: <https://www.train.org/main/course/1086911/?activeTab=contacts>
2. Create a free account
3. Register for the webinar
4. Watch the video, complete the post-assessment
5. Write ~450 word reflection
6. Submit the reflection by May 6, 2024 at 11:59pm by email to carranzaa@oxy.edu

Grading Criteria

The final grade for this course is based on several performance criteria, which are briefly described and summarized under each subsequent section below.

Evaluation Criteria	Weight
Discussions	20%

Quizzes	10%
Midterm Paper	25%
Health Policy Project	20%
Final Exam	25%

Grades will be awarded according to the following scale and are final:

Grade	Percentage
A	90-100%
B	80-89%
C	70-79%
D	60-69%
F	< 59%

Credit Hour Policy:

CORE 210 is a 4-unit course with a 0-unit lab associated with the course. On average, you should expect to spend at least (12) hours a week (including in-class time and in-lab time) on average.

Student Workload

Based on 10 to 11 contact hours per quarter for 1 lecture unit, a minimum of 30 contact hours per quarter for 1 lab unit, and at least three hours each week per unit of credit of outside preparation is expected for graduate students.

Please note the following on response times:

1. Announcements will be posted on Moodle
2. Discussion areas will be available
3. Response times on emails: 24-48 hours excluding holidays and weekends.
4. Timeframe for assignment review, scoring and feedback: Up to seven days for grading.

Late Assignments

Activities may be assigned a specific deadline, once that deadline has passed for an assignment or activity, students will not be able to go back and complete it. Failure to submit the assignment when due will result in a loss of 0.5 points per day that the assignment is late. Assignments that are more than 3 days late will not be accepted.

If there are circumstances that will preclude you from turning in assignments on the due date, it is imperative that you discuss the situation with the instructor prior to the due date. Requests for extensions will not be considered without a prior legitimate excuse from the instructors. Such

intentions must also be communicated in writing to the instructors at least one week prior to the specified due date unless the situation renders such planning impossible. In such cases, please provide notice as soon as possible.

Make-up Exams

If you miss the mid-term or final exam, you must notify the instructor within 24 hours and provide documentation for your absence (i.e., physician or health center notification, obituary notice, etc.). If you do not have a valid reason, with documentation, you will not be allowed to make up the exam.

Re-grading

Although grading is done carefully, mistakes in grading assignments and midterm exams can, on rare occasion, occur. If you feel an error was made in grading, please do the following:

1. If you believe an error was made in grading, submit a written explanation of why you believe an error was made (i.e., why your original answer was the correct answer and incorrectly graded) and submit an electronic copy of your explanation with the graded assignment attached.
2. Keep in mind, the homework assignment, project, or exam will be re-graded in its entirety, and there is a possibility that other errors will be found that had previously been overlooked. A request for a re-grade may thus result in a lower score, not just a higher score.

Electronic devices

Unless you have a pressing, articulable need to be immediately available (i.e. you're an on-call medical or public safety professional or a parent with a sick child) please put all cell phones away during class time. Tablets and laptops may be used only for activities directly related to class.

Course Evaluation Feedback

We have a system in place to elicit student feedback. We want to urge you to participate in the midterm course evaluation. The instructor will receive de-identified results that can be used in developing plans to address any apparent deficiencies. You will have another opportunity to contribute with the end of term course evaluation. Please work with us to continue strengthening our curriculum and teaching quality

Civility in Discourse

Please respect each person and the ideas they bring to class.

Please abide by the rules of netiquette and display professionalism, at all times, whether you agree with someone's point of view or not. Please see page 15 under '**Professionalism**' for more information.

Course Summary Table

#	Lecture Date	Topic/Course Element & Details	Assignment Due Date
1	1/22/2025	Course overview Understanding the Role of and Conceptualizing Health Policy and Law (Ch. 1) Policy and the policymaking process (Ch. 2)	Online discussion 1 1/28/2025 by 11:59 pm
2	1/29/2025	Social Determinants of Health and the Role of Law in Optimizing Health (Ch. 7)	
3	2/5/2025	Public Health Institutions and Systems (Ch. 5) Social Determinants of Health & Law <ul style="list-style-type: none">• Disability and Policy Issues• Organizational Policies & Health	Online discussion 2 2/11/2025 by 11:59 pm
4	2/12/2025	Law and the Legal System (Ch. 3) Health Advocacy	
5	2/19/2025	Decision Maker Matrix Training Midwest Academy Strategy Chart (MASC) MASC Practice Scenarios	Social Media Post 2/27/2025 by 11:59 pm
6	2/26/2025	Midterm Presentations	Midterm 2/25/2025 by 11:59 pm

7	3/5/2025	Midterm Presentations Cont.	
<i>Spring break</i> 3/10-3/14			
9	3/19/2025	U.S. Prescription & Illicit Drug Policies	Online discussion 3 3/20/2024 by 11:59 pm
10	3/26/2025	Overview of the U.S. health care system (Ch. 4) Understanding health insurance (Ch. 8)	Online discussion 4 3/26/2024 by 11:59 pm
11	4/2/2025	Government Health Insurance Programs: Medicaid, CHIP, and Medicare (Ch. 11)	Health Insurance Assignment 4/4/2024 by 11:59 pm
12	4/9/2025	Guest Speakers: <ul style="list-style-type: none"> US DOJ Healthcare Fraud Unit, Assistant Chief Niall O'Donnell Laura's House, Aashwit Nandhuri <i>*The event is sponsored by the Remsen Bird Funds.</i>	
13	4/16/2025	Healthcare Quality Policy and Law (Ch. 12) Healthcare for special populations (children, disabled, elderly, mentally ill) Aging and long-term care	Online discussion 5 4/23/2024 by 11:59 pm
14	4/23/2025	Exam Review	Policy Brief 4/26/2024 by 11:59 pm
15	5/3/2024	Comprehensive Exam	Final Exam 5/3/2024 at 7:15 pm

****Please note: This course summary, and syllabus, are subject to revision due to unforeseen events. Any course schedule changes, or additional readings will be posted on Moodle and will be announced in class as time permits.***

OCCIDENTAL COLLEGE POLICIES

Statement of the Shared Academic Integrity Commitment

Academic Integrity is a shared community value. It is built around trust and respect between members of the Occidental Community and embodies a commitment to honesty and integrity in every aspect of one's academic life.

All members of the Occidental community are committed to uphold the highest degree of academic integrity. Unless stipulated otherwise, the academic work done for all assignments is expected to be the student's own, and students give proper credit to the ideas and work of others.

Signing the Academic Integrity Commitment at matriculation and at the beginning of every semester represents a student's affirmation to uphold the shared values of honesty and integrity. When signing the Integrity Commitment associated with work in a course, students are affirming that they have not cheated, plagiarized, fabricated, or falsified information; nor assisted others in these actions.

Link to Student Handbook (which includes the framing of the commitment, definitions of Academic Ethics, and Process for alleged violations of the commitment)

Title IX statement, and statement of role of faculty member as a mandatory reporter

In the event that you choose to write or speak about having experienced sexual misconduct, including sexual assault, dating violence, domestic violence, stalking, sexual exploitation or any other form of sexual and/or gender-based harassment, as a designated Responsible Employee, I must notify the Title IX Office. They will contact you to let you know about accommodations and support services at Oxy and reporting options both on and off-campus. You have no obligation to respond to the Title IX Office or to meet with them to discuss support services and reporting options.

If you do not want the Title IX Office notified, instead of disclosing this information to your instructor, either through conversation or a class assignment, you can speak confidentially with the following people on campus:

- Oxy's Survivor Advocate, Project SAFE (survivoradvocate@oxy.edu)
- Emmons Counseling (For appointments, call: 323-259-2657)
- Rev. Dr. Susan Young, Office of Religious and Spiritual Life (young@oxy.edu)

The sexual misconduct policy, along with additional resources, can be found at:

<http://www.oxy.edu/sexual-respect-title-ix/policies-procedures>. If you would like to contact the

Title IX Office directly, you can email Title IX Coordinator Alexandra Fulcher at afulcher@oxy.edu or call 323-259-1338.

Language on Special Accommodations/Learning Differences

Students with documented disabilities and learning differences who are registered with Disability Services are required to present their accommodation letter to the instructor at the beginning of each semester, or as soon as possible thereafter. Any student who has, or thinks they may have, a physical, learning, or psychological disability may contact Disability Services at accessibility@oxy.edu to learn about available services and support. More information is available at <http://www.oxy.edu/disability-services>.

Accommodations for Reasons of Faith and Conscience (Link to the policy in Catalog)

Consistent with Occidental College's commitment to creating an academic community that is respectful of and welcoming to persons of differing backgrounds, we believe that students should be excused from class for reasons of faith and conscience without academic consequence. While it is not feasible to schedule coursework around all days of conviction for a class as a whole, faculty will honor requests from individual students to reschedule coursework, to be absent from classes that conflict with the identified days. Information about this process is available on the ORSL website: <https://www.oxy.edu/office-religious-spiritual-life>

STUDENT RESOURCES AND SUPPORT

Emmons Wellness Center: Your health and well-being impacts your learning and academic success. Symptoms such as anxiety, depression, loss of motivation, difficulty concentrating, strained relationships, and feelings of not belonging can occur. Emmons Counseling staff are committed to supporting the mental health needs of our students. Due to the nature of our work and the safety for all, Emmons counseling services will continue via teletherapy. Emmons will provide ongoing individual therapy, walk-ins, support groups and consultations through a virtual platform. Emmons staff will also support students with finding local therapy referrals. In case of an emergency or a crisis, there will be counselors onsite to assist the Oxy community. All students continue to have access to the 24/7 confidential hotline at (323) 341-4141. To get connected to any of the free, confidential services at Emmons call (323) 259-2657 or schedule an appointment online at <https://myhealth.oxy.edu> using your Oxy login credentials.

Emmons Wellness Center provides students with accessible, culturally sensitive, and high quality medical care, psychological counseling services, and student-driven wellness education.

- 24/7 Confidential Hotline: (323) 341-4141
- Appointments: (323) 259-2657
- Email: emmons@oxy.edu

- Website: <https://www.oxy.edu/emmons-wellness-center>

Student Success Center: Offering a wide range of resources to support students in their personal, intellectual and professional growth.

<https://www.oxy.edu/academics/student-success>

Campus Safety: Offering emergency services 24 hours a day, responding to incidents and providing safety escorts.

<https://www.oxy.edu/offices-services/campus-safety>

Sexual Respect & Title IX: Offering support and resources to community members dealing with issues of sexual misconduct, discrimination, harassment or assault.

<https://www.oxy.edu/civil-rights-title-ix/sexual-respect-title-ix>

Discrimination, Harassment and Retaliation: A policy that seeks to maintain an environment of mutual respect among all members of our community, reflecting the College's institutional values and expectations.

<https://www.oxy.edu/student-life/student-affairs/discrimination-harassment-retaliation>

Advising Center: Helping students navigate Core Program requirements and their academic course of study.

<https://www.oxy.edu/academics/student-success/advising-center>

Writing Center: Supporting students with one-on-one sessions to help improve their writing and tackle specific assignments.

<https://www.oxy.edu/academics/student-success/writing-center>

Career Center: The Hameetman Career Center offers advising in three main areas: career services, fellowship awards, and pre-health advising. We provide personalized assistance to help students and alumni connect their interests and skills with a variety of career opportunities in Los Angeles and beyond.

<https://www.oxy.edu/student-life/career-services>

Occidental College Library: <https://www.oxy.edu/academics/library>

Academic Calendar: <https://www.oxy.edu/academics/2022-2023-academic-calendar>

ACADEMIC POLICIES

Communication

If you have multiple email accounts, please be sure you access (or forward) your student email. You are responsible for checking your student email account regularly, respond to time sensitive requests, and maintain an active student email account during your time at Occidental College. Your student account is the official form of communication with administration, faculty, staff, and may be used to distribute course-related material. As Moodle is the preferred method of contact for course-related material, you will need to log into Moodle regularly. Your instructor will outline expectations for participation and modes of communication for the course as outlined above.

Attendance Policy

Students are expected to attend all required contact elements in a course. Attendance is required to attain the course objectives. Absences in excess of 15 percent may be sufficient cause for a failing or unsatisfactory grade to be recorded.

Professionalism

NETIQUETTE: Please remember good Netiquette. In the online environment, we do not see the body language and tone of voice that accompanies responses and postings, so it is important to be mindful of your posts. Here are some tips:

- Use Greetings; address your responses to individuals or the group.
- When Unsure Don't Capitalize; only capitalize a word or phrase to emphasize it; capitalizing words generally means that you are shouting.
- Discussion Boards; check the discussion board frequently and respond appropriately and in a timely manner. Remember, everyone has demanding schedules and many people need to plan ahead and cannot go to Canvas and respond in the discussion at the end of the week.
- Headings; use appropriate heading titles for your postings.
- Be professional; maintain a professional and respectful manner in your online interactions. Your goal is to communicate in a way that is clear, concise, and effective.

Withdrawal Deadline

To view withdrawal deadlines and corresponding refund dates, go to your registration portal, under sign up for courses click on the class.

2022-2023 Academic Calendar Occidental College:

<https://www.oxy.edu/academics/2022-2023-academic-calendar>

American with Disability Act (ADA)

If you are a person with a disability and require accommodations to complete the course requirements, please contact me and I will make every effort to meet your needs. All discussions will remain confidential. Through providing reasonable and appropriate accommodations, assisting students with self-advocacy, providing academic support and counseling, and ensuring adherence to state and federal disability laws, the Office of Disability Services is committed to enhancing students' academic development and independence. The Office can be reached at (323) 259-2969 or accessibility@oxy.edu.

Academic Integrity Policy

Students are expected to strictly adhere to the Code of Student Conduct and to maintain the highest levels of academic integrity. Students are responsible for knowing and using the correct procedures for acknowledging and identifying sources of borrowed material. Failure to properly credit sources in all or part of work presented in draft or final form to anyone is plagiarism, regardless of whether it occurs as a result of dishonest intent or carelessness and regardless of the course credit attached to it. Unless explicitly noted otherwise, all course assignments must be completed individually. Any unsanctioned collaboration constitutes academic misconduct.

Resources

- Publication Manual of the American Psychological Association (APA), 6th Edition, ISBN-13: 978-1433805615 (7th Edition will be published Oct. 2019)
- Modern Language Association (MLA) Handbook, 8th Edition 978-1603292627

Equity & Justice in an Inclusive Learning Environment

This classroom is a place where you will be treated with respect, and I welcome individuals of all ages, backgrounds, ethnicities, gender identities and expressions, national origins, political affiliations, religious affiliations, sexual orientations, abilities, and other visible and nonvisible

identities. The wide array of perspectives that each of us contributes to this class is a resource that will strengthen and enhance our intellectual community. All members of this class are expected to co-create and engage in a respectful, welcoming, and inclusive environment for every other member of the class. In this context, we may speak as individuals, or we may choose to represent ourselves as a member of a group. You need not represent any group, only yourself, though you may choose to represent a group, if you wish. Additionally, part of equity & justice work is to dismantle barriers to success for all people, particularly those who belong to groups that have been marginalized and minoritized. If there are aspects of the design, instruction, and/or experiences within this course that result in barriers to your success or accurate assessment of achievement, or if there are ways we can improve the effectiveness of this course for you personally or for other students or student groups, please let me know. Your suggestions about how to improve the value of justice, equity, inclusion, and diversity in this course are encouraged and appreciated.

Links to Student Academic Support Resources:

The College has a wide range of Student Academic Support Resources. If you'd like to take advantage of the College's Academic Coaching resource, which offers one-on-one sessions focused on supporting your time management skills, online learning strategies, and other study skills, you may schedule an academic coaching meeting by sending an email to academiccoaching@oxy.edu. Share what you'd like to work on, and an academic coach will schedule an appointment with you within a few days.

The Library's Teaching, Learning, and Research Support (TLRS) offers library research consultations. We also offer peer-to-peer support for learning technologies in the Critical Making Studio on the ground floor of the library (contact dcoaguila@oxy.edu for more information).

Peer Tutors are available to assist students on discipline-specific peer tutoring for coursework, and content review and study skills support in a variety of academic departments. Information about tutoring for all subject, including languages, can found at: <https://www.oxy.edu/academics/student-success/peer-learning>

The Writing Center offers opportunities to work on all forms of writing for any class or other writing tasks such as personal statements, proposals, senior comprehensives, etc. We offer peer-to-peer consultations with knowledgeable Writing Advisers and sessions with Faculty Writing Specialists. We are located on the ground floor of the Academic Commons. See the Writing Center website for more information about our hours and how to sign up for appointments. Please contact the Writing Center Director, Prof. Prebel (jprebel@oxy.edu; x1307) for more information on how the Writing Center can work with you.

The Academic Mastery Program provides challenging workshops for students enrolled in general chemistry, organic chemistry, introductory physics, cellular biology and molecular biology. These workshops are led by upper-level students and provide an opportunity to test knowledge and skills in the context of new and challenging problems. The workshops provide a time to

work intensively and collaboratively with other committed students in an atmosphere that is demanding yet relaxed.

The Scientific Scholars Achievement Program (SSAP) is a student-initiated, student-led academic support program that supports the development of a diverse body of individuals who will advance and enhance STEM (Science, Technology, Engineering, and Math) professional fields in an endeavor to meet the complex and evolving demands of a culturally heterogeneous society. SSAP provides tutoring in introductory and gateway STEM courses and encourages collaboration among classmates. All questions and learning styles from students are welcomed and encouraged. Through educational and social events, SSAP aims to build community between faculty and students studying math and science at Occidental.

Discrimination, Harassment, and Retaliation policy

<https://www.oxy.edu/student-handbook/general-college-policies/discrimination-harassment-and-retaliation>

I strive to foster an inclusive classroom environment. Consistent with College policy on discrimination, harassment, and retaliation, I seek to maintain an environment of mutual respect among all members of our community. Please come to me with any concerns.

Land Acknowledgement

Occidental College occupies the traditional territory and homelands of the Tongva people. Please click through to read more about the Gabrielino-Tongva tribe and about the practice of land acknowledgement.