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| --- | --- |
|  | **Syllabus**Course #: Course TitleTerm Year# Credits | Residential |

Instructions are in teal highlight. Examples are in yellow highlight. Delete all highlighted words after use.

**Course Description**

[Description from [Course Catalog](https://catalog.unc.edu/courses/). Note, if this has changed, it **must** be updated in [CIM](https://registrar.unc.edu/courses/curriculum-inventory-management-cim/).]

**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:** [Days, Time to Time. Available by appointment.]

**Course Website:** <https://sakai.unc.edu/welcome/>. Use your ONYEN and password.

**Class Days, Times, Location:** [Xdays, Time to Time, Building, Room]

**Course Overview**

[Not required. Longer description than from [Course Catalog](https://catalog.unc.edu/courses/). Describe the arc of learning students can expect from this course.]

**Course Format**

[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).

[Example 2] The course format will include a weekly lecture in class. The lecture will be supplemented with small group discussions, in-class exercises, case studies, and examples from the public health literature.

**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 session-by-session course schedule details, please see [Examples:] below, the Appendix, the Sakai course site. [**Instructions:** Faculty may opt to include the session-by-session “**Course Schedule**” in the syllabus, the appendix, or in a separate place but are required to tell students where.]

|  |  |  |
| --- | --- | --- |
| **Date/Session** | **Topic** | **Assignment Due** |
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**Course Assignments and Assessments**

This course will include the following graded assignments that contribute to your final grade in the course. For assignment descriptions and assignment grading rubrics, please see [Examples:] below, the Appendix, the Sakai course site. [Instructions: Faculty may opt to include the assignment descriptions in the syllabus, the appendix, or in a separate place but are required to tell students where.]

|  |  |
| --- | --- |
| **Graded Assignments****[Examples below.]** | **Points/Percentages of****Final 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 |

Map of Competencies to Learning Objectives and Assessment Assignments

Below you will see the competency you will develop in this course, the learning objectives that comprise the competency, and the assignment in which you will practice demonstrating this 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”]

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

**Assessment Assignment:** Name and briefly describe assignments that assess student demonstration of the 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 |
|  |

**Syllabus Appendix**

**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](http://handbook.unc.edu/grading.html). The relative weight of each course component is shown in the Graded Assignments table.

|  |  |  |
| --- | --- | --- |
|  | **Description** | **Numeric Value** |
| **H** | High Pass: Clear excellence | [Example] 93-100 |
| **P** | Pass: Entirely satisfactory graduate work | [Example] 80-92 |
| **L** | Low Pass: Inadequate graduate work | [Example] 70-79 |
| **F** | Fail | [Example] 0-69 |

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

|  |  |  |
| --- | --- | --- |
|  | **Description** | **Numeric Value** |
| **A** | Mastery of course content at the highest level of attainment that can reasonably be expected of students at a given stage of development. | [Example]90-100 |
| 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** | Strong performance demonstrating a high level of attainment for a student at a given stage of development. | [Example]80-89 |
| The B grade states that the student has shown solid promise in the aspect of the discipline under study. |
| **C** | A totally acceptable performance demonstrating an adequate level of attainment for a student at a given stage of development. | [Example]70-79 |
| 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** | A marginal performance in the required exercises demonstrating a minimal passing level of attainment. | [Example]60-69 |
| 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** | 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. | 0-59 |
| 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. |

**Instructor Expectations:**

[**Instructions:** Keep/edit applicable content and delete what is not applicable to your course.]

**Discussion Forum**

[Example] The instructor will be an active reader and will occasionally post throughout the semester. The group discussion forum will be moderated by the group members unless an issue is brought to the instructor’s attention by a fellow group member.

**Email**

[Example] The instructor will typically respond to email within 24 hours or less if sent Monday through Friday. The instructor may respond to weekend emails, but it is not required of them. If you receive an out of office reply when emailing, it may take longer to receive a reply. The instructor will provide advance notice, if possible, when they will be out of the office.

**Feedback**

[Example] All graded assignments will receive written feedback that coincides with the assessment rubric. Feedback is meant to be constructive and help the student continue to build upon their skills. The types of feedback you may receive are descriptive feedback, evaluative feedback, and motivational feedback. Feedback is a tool that you as a learner can use to understand the areas that you are succeeding in and what you can do to improve in other areas.

**Grading**

[Example] Assignments will be graded no more than two weeks after the due date. Assignments that build on the next assignment will be graded within one week of the final due date. Early submissions will not be graded before the final due date.

**Honor Code**

[Example] Instructors may report suspected violations of the Honor Code, including inappropriate collaborative work or problematic use of secondary materials, to the Honor Court. Honor Court sanctions vary but may include receiving a zero for the assignment, failing the course and/or suspension from the university. See Additional Resources and Policies for additional information.

**Inclusive Excellence**

[Example] In this class, we practice the Gillings School’s commitment to inclusion, diversity, and equity in the following ways. See Additional Resources and Policies for additional information.

* 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.

**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. For session-by-session course schedule details, please see [Examples:] below. the Appendix. the Sakai course site. [Instructions: Faculty may include the session-by-session “**Course Schedule**” in the syllabus, the appendix, or in a separate place but are required to tell students where.]

**Telephone Messages**

[Example] Email communication is preferred, and voice mails will not be returned.

**Student Expectations:**

[**Instructions:** Keep/edit applicable content and delete what is not applicable to your course.]

**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.

**Assignments**

[Example] Submit all assignments through Sakai or assignment links located in the weekly modules, syllabus link, or assignments link (if made available by your instructor). Emailing assignments is not acceptable unless prior arrangements have been made. If you are having issues submitting assignments, try a different web browser first. If switching browsers does not work, email or call the instructor for guidance.

**Attendance/ Participation**

[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).

**Communication**

[Example] You are expected to follow common courtesy in all communication to include email, discussion forums, and face-to-face. All electronic communications sent should follow proper English grammar rules to include complete sentences. This is a professional course, and you are expected to communicate as a professional.

**Contributions**

[Example] You are expected to offer individual contributions in class and on individual assignments, and collaborate with fellow students on assignments for which students may work together, such as group assignments.

**Discussion Forum**

[Example] You are expected to participate in the Sakai course Discussion Forum. You are also expected to reply to at least two student peers’ postings per discussion board. Peer replies should be thoughtful, reflective, and respectful while prompting further discussion using content knowledge, critical thinking skills, questioning, and relevant information of the topic. Go to <https://sph.unc.edu/iis/discussion-forum-participation-guidelines/> for additional information.

**Email**

[Example] All email correspondence between student/instructor and peer/peer will be conducted in a professional manner.

**Honor Code**

[**Instructions:** Students need to know specifically what is allowed and what is NOT allowed for each assignment in each course because it varies by instructor. Keep/edit applicable content and delete what is not applicable to your course.]

To ensure effective functioning of the [Honor System](https://studentconduct.unc.edu/honor-system) at UNC, students are expected to:

* 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.
* Learn 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 in [Assignment 1], but only if the student themselves produced the work.
* [Example]Students may not use materials written for other courses, even if produced by the student themselves, in [Assignment 3].
* [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.’

See Additional Resources and Policies for additional information.

**Inclusive Excellence**

[Example] In this class, we practice the Gillings School’s commitment to inclusion, diversity, and equity in the following ways. See Additional Resources and Policies for additional information.

* 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.

**Late Work**

[Example 1] Late work will not be accepted.

[Example 2] Assignment due dates will not be changed because of exams or assignments in other courses or because of conflicting vacation travel plans. Late submissions will receive a 1-point reduction for every day that they are late. After seven days, late submissions will receive no points. Corrected submissions will not be accepted unless stated otherwise. You must inform the instructor on the first week of class if you cannot attend an exam or presentation due to extenuating circumstances, such as medical procedures or professional travel. Attendance on the day of the presentation and exams is otherwise required to receive points for those activities.

**Readings**

[Example] Readings for a particular class should be completed before the class session and before completing associated activities

**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 he 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 (919-962-4357), or by online help request at [http://help.unc.edu/help/olhr](http://help.unc.edu/help/olhr/), or by UNC Live Chat at <http://help.unc.edu/chat>.

**Additional Resources and Policies**

**Accessibility at UNC Chapel Hill**

UNC-CH supports all reasonable accommodations, including resources and services, for students with disabilities, chronic medical conditions, a temporary disability, or a pregnancy complication resulting in difficulties with accessing learning opportunities. All accommodations are coordinated through the UNC Office of Accessibility Resources & Services (ARS), <https://ars.unc.edu/>; phone 919-962-8300; email ars@unc.edu. Students must document/register their need for accommodations with ARS before accommodations can be implemented.

**Counseling and Psychological Services at UNC Chapel Hill**

CAPS is strongly committed to addressing the mental health needs of a diverse student body through timely access to consultation and connection to clinically appropriate services, whether for short or long-term needs. Go to their website: [https://caps.unc.edu](https://caps.unc.edu/), call them at 919-966-3658, or visit their facilities on the third floor of the Campus Health Services building for a walk-in evaluation to learn more.

**Gillings School Diversity Statement**

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 our ***Diversity and Inclusion*** webpages:

* Diversity and Inclusion:

<https://sph.unc.edu/resource-pages/diversity/>

* Minority Health Conference:

<http://minorityhealth.web.unc.edu/>

* National Health Equity Research Webcast:

<https://sph.unc.edu/mhp/nat-health-equity-research-webcast/>

**Gillings School Office of Student Affairs**

<https://sph.unc.edu/students/osa/>

**Honor Code**

As a student at UNC Chapel Hill, you are bound by the university’s [Honor Code](https://studentconduct.unc.edu/sites/studentconduct.unc.edu/files/documents/Instrument.pdf), through which UNC maintains standards of academic excellence and community values. It is your responsibility to learn about and abide by the code. All written assignments or presentations (including team projects) should be completed in a manner that demonstrates academic integrity and excellence. Work should be completed in your own words, but your ideas should be supported with well-cited evidence and theory. If you have any questions about [your rights and responsibilities](https://studentconduct.unc.edu/students/rights-responsibilites), please 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/students/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/>

**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/>

**Prohibited Discrimination, Harassment, and Related Misconduct at UNC Chapel Hill**

<https://deanofstudents.unc.edu/incident-reporting/prohibited-harassmentsexual-misconduct>

**Title IX at UNC Chapel Hill**

Acts of discrimination, harassment, interpersonal (relationship) violence, sexual violence, sexual exploitation, stalking, and related retaliation are prohibited at UNC-Chapel Hill. If you have experienced these types of conduct, you are encouraged to report the incident and seek resources on campus or in the community. Please contact the Director of Title IX Compliance / Title IX Coordinator (Adrienne Allison,adrienne.allison@unc.edu), Report and Response Coordinators (Ew Quimbaya-Winship, eqw@unc.edu; Rebecca Gibson, rmgibson@unc.edu; Kathryn Winn kmwinn@unc.edu), Counseling and Psychological Services (CAPs) (confidential) in Campus Health Services at 919-966-3658, or the Gender Violence Services Coordinators (confidential) Cassidy Johnson, cassidyjohnson@unc.edu; Holly Lovern, holly.lovern@unc.edu to discuss your specific needs. Additional resources are available at [safe.unc.edu](http://safe.unc.edu/).

**Writing Center**

<https://writingcenter.unc.edu/>