

**Syllabus Template 3.0 Guidance**

**Purpose**

To implement current pedagogical best practices to meet campus and accreditation requirements.

**Implementation Plan**

All faculty are encouraged to:

* Use the Gillings Syllabus Template 3.0 for their course delivery.
  + Delete blue highlighted [Instructions] after using them.
  + Delete yellow highlighted [Examples] and edit/delete sample text as it applies to your course.
* On the first day of class:
  + review the full syllabus with students to clearly explain expectations.
  + tell students where Course Schedule (session-by-session) details will be located. For example, In Sakai, you will find:
    - Course Schedule (more detailed than the “Course at a Glance” in the front of the syllabus)
    - Assignment Descriptions
    - Assignment Grading Rubrics
  + tell students how they will be notified of changes. For example, any changes to the following will be posted in Sakai:
    - required readings
    - assignments
    - due dates
* **Effective Academic Year 2021-2022**, all Gillings School courses are required to be in the Gillings Syllabus Template 3.0.
* **Effective January 2020**, the following courses are required to be in the Gillings Syllabus Template 2.0:
  + MPH Core and MPH Concentration
  + DrPH Core and HL Concentration
  + SPHG 600
  + BSPH: BIOS 500H, BIOS 600, BIOS 664, BIOS 691, ENVR 698, EPID 600, HPM 697, SPHG 351, SPHG 352
  + All **new** courses
  + All courses undergoing **changes** in course number, course title, credit hours, content.
* **Effective August 2019**, the following courses are required to be in the Gillings Syllabus Template 2.0:
  + MPH Core courses 711, 712, 713, 721, 722, 701, 702
  + FLO course SPHG 600

**Summary of changes to the Gillings Syllabus Template from 2020-2021 (3.0):**

* Updated sections and wording per campus requirements.
* Retained required sections and moved all sections not required to separate resource documents.
* Implemented feedback from UNC’s Digital Accessibility unit for ADA compliance.

**Summary of changes to the Gillings Syllabus Template from 2019-2020 (3.0):**

* Delayed implementation due to myriad challenges as a result of the covid-19 pandemic.

**Summary of changes to the Gillings Syllabus Template from 2018 (1.0) – 2019 (2.1):**

* Removed the Table of Contents
* Reordered front matter of the Syllabus:
  + Course identifiers
  + Course at a Glance
  + Assignment list with percentage of final course grade
  + Competency Map
* Moved the following sections to the Syllabus Appendix
  + Grading scales
  + Faculty Expectations (with some edits in sample language\*)
  + Student Expectations (with some edits in sample language\*)
  + School and campus Resources and Policies (with some additions and minor edits in language)

\*such as moving specific inclusive excellence and honor code language to Faculty and Student Expectations sections.

* Removed the following sections, with encouragement for faculty to have them readily available for students in a separate document or on Sakai:
  + Course Schedule (session by session details)
  + Assignment Descriptions
  + Assignment Grading Rubrics
* Faculty have the discretion to insert the following sections in the Syllabus Appendix:
  + Course Schedule (session by session details)
  + Assignment Descriptions
  + Assignment Grading Rubrics

**Accreditation-related syllabus expectations**

Higher education accrediting agencies such as the Southern Association of Colleges and Schools ([SACS](http://www.sacs.org/)) and the Council on Education for Public Health ([CEPH](https://ceph.org/)) strongly recommend a common syllabus format for consistent presentation of information to students to maximize clarity of expectations and minimize ambiguity.

In the October 2017 Accreditation Site Visit Report, CEPH cited the Gillings School for having numerous syllabus formats and for not consistently publishing competencies.

“Site visitors’ review indicated that not all course syllabi have listed competencies that students are expected to demonstrate with completion for both core and degree-specific courses. [S]yllabi without listed competencies were present throughout a variety of degree programs.”

The lack of consistency contributes to ambiguous teaching methods and assessment practices, and contributes to student confusion regarding expectations.

CEPH required the Gillings School to submit an interim report in January 2019 documenting “evidence that the school has implemented practices to ensure consistent communication and presentation of competencies to students (e.g., presenting competencies on all syllabi).”

**Connecting the dots in the curriculum approval process**

* The school’s syllabus template provides pertinent information for reviewers to validate that course content, required readings, assignments, expectations, and faculty contact hours are appropriate for the program of study and degree level; and to substantiate the [federal definition of a credit hour](https://registrar.unc.edu/academic-services/policies-procedures/university-policy-memorandums/upm-29-definition-of-a-credit-hour/).
* [CIM](https://registrar.unc.edu/courses/curriculum-inventory-management-cim/) input: **CourseLeaf Curriculum Information Management (CIM)** takes the entire curriculum process online, integrates, and builds on the CourseLeaf Catalog software (CAT) to provide a comprehensive Curriculum and Catalog product. CIM Course Approval is tightly integrated with the [**University Catalog**](http://catalog.unc.edu/) and [**ConnectCarolina**](http://connectcarolina.unc.edu/).