

# **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. 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://sakai.unc.edu/welcome/)**:** On Sakai, 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.]

## 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 Sakai course site. [**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** |
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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 Sakai course site. [**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 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 |

## 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@unc.edu](mailto:ars@unc.edu).

### 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://womenscenter.unc.edu/resources/gender-violence-services/), and/or the [Equal Opportunity and Compliance Offic](https://eoc.unc.edu/what-we-do/accommodations/)e.

### ****Community Standards in Our Course and Mask Use****.

UNC-Chapel Hill is committed to the well-being of our community – not just physically, but emotionally. The indoor mask requirement was lifeted for most of campus on March 7, 2022. If you feel more comfortable wearing a mask, you are free to do so. There are many reasons why a person may decide to continue to wear a mask, and we respect that choice. For additional information, see [Carolina Together](https://carolinatogether.unc.edu/).

### 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 the [CAPS website](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.

### 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 at <https://studentconduct.unc.edu/instructors/honor-syllabus/>.]

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.

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/).

**[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.’

### 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

The Gillings School has in place a [mechanism for students to provide feedback](https://feedback.sph.unc.edu/), including specifically equity concerns and bias-related issues. You can use this form to describe feedback, both positive and negative, about anything including issues related to your experience as a student at Gillings, administrative processes, and classroom activities. This form will also 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.).

### 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](mailto:adrienne.allison@unc.edu)), [Report and Response Coordinators in the Equal Opportunity and Compliance Office](mailto:reportandresponse@unc.edu), Counseling and Psychological Services (confidential), or the [Gender Violence Services Coordinators](mailto:gvsc@unc.edu) (confidential) to discuss your specific needs. Additional resources are available at the [“Safe at UNC” website](https://safe.unc.edu).