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| --- | --- |
| The Old Well icon with text: UNC Gillings School of Global Health | Syllabus Course #: Course Title  # Credits | Online |

Instructions are in teal highlight. Examples are in yellow highlight. Changes from the previous template are in green. Delete all highlighted words after use.

## Course Description

[Description from [Course Catalog](https://catalog.unc.edu/courses/). Note, To avoid issues with degree plans, prevent student confusion and set proper expectations, changes in the course title or description **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

* Your section instructor will provide an introduction, contact information, and preferred method of contact in the course on Digital Campus.
* [More faculty information](https://onlinemph.unc.edu/about/faculty/)

Office Hours: Each section instructor will hold office hours each week. The day and time will be posted on the course wall no later than Week 1. Students can attend Office Hours by logging into the live classroom.

[Digital Campus](https://digitalcampus.instructure.com/):Use your OneLogin to sign in & access your course.

## Course Overview

[Longer description than from [Course Catalog](https://catalog.unc.edu/courses/). Describe the arc of learning students can expect from this course.]

## Course Format/Sessions

This course is a fully online course that is completed asynchronously and with live sessions through MPH@UNC. The course will run for 13 weeks straight, with one live online session per week. Each week there are readings, assignments, and asynchronous content, which is expected to be completed before the live online session. You are expected to attend all live sessions and to log into the course at least 4 times a week to participate in discussions and complete tasks and assignments for that week. Live session dates and times for your section are available in Digital Campus and displayed in your [ConnectCarolina](https://connectcarolina.unc.edu/) enrollments.

## Course Schedule

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, the Appendix, and the Digital Campus course site. Readings that are not freely accessible via direct link will be located in [Course Reserves](https://library.unc.edu/support/reserves/). All assignments and readings should be completed BEFORE the live session each week.

[Please provide links to all readings that can be accessed online freely (PDFs that are free to use, websites, forms, etc.) and detailed descriptions for articles that need to be accessed through the library, and add those to Course Reserves.]

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| **Week** | **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, see Appendix A. [Instructions: Please copy your detailed assignment descriptions into Appendix A. Assignments are not listed separately in the Digital Campus system; Appendix A is the place students will receive assignment details.]

|  |  |
| --- | --- |
| **Graded Assignments**  **[Examples below.]** | **Points or 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:** All MPH@UNC courses use the **H-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.

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| --- | --- | --- |
|  | **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 |

## Map of Competencies to Learning Objectives and Assessment Assignments

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

**Learning Objectives:** List the learning objectives that comprise the competency taught in this course.

**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. Make sure to copy detailed assignment descriptions into Appendix A]

|  |  |  |
| --- | --- | --- |
| **Competency** | **Learning Objectives** that comprise the competency | **Assessment Assignment** for evidence of student attainment of competency |
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## 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](mailto:ars@unc.edu).

### 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/).

### Assignments

Submit all assignments through Digital Campus or assignment links located in the weekly modules 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. If switching browsers does not work, please take the following steps:

1. Contact MPH@UNC’s technical support via live chat, [email](mailto:studentsupport@onlinemph.unc.edu) or phone, 855-770-2159. Include the issue you encountered, the time you attempted to submit the assignment, and the result of your attempt. Provide as much specific information as possible (i.e., operating system, browser, screen shot with error message), to assist the technical team with resolving the issue.

2. Send an email to your instructor with the information you provided to the technical support team and the day and time you sent the information. Ask the instructor if an alternative submission method is acceptable; do not send your assignment to the instructor unless asked to do so.

### 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://vpas.unc.edu/confidential-support/), 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).

### Communication

[Example] You are expected to follow common courtesy in all communication to include email, discussion forums, and other interactions with peers and instructors. All electronic communications should reflect professionalism and respect. The instructor will typically respond to email within 48 hours or less if sent Monday through Friday.

### Contributions

[Example] You are a valuable contributor to your section. As such, each student is expected to fully participate in individual assignments and group collaboration. This course includes peer evaluation as a portion of the participation grade.

### Discussion Forum

[Example] You are expected to participate in live session discussions You may also be asked to respond to your fellow students’ comments on the course wall or in other areas. 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. For [general guidelines on discussion forum participation](https://sph.unc.edu/iis/discussion-forum-participation-guidelines/).

### Feedback

[Example] All graded assignments will receive written feedback that aligns 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

[**Instructions:** Instructors must include a statement about the Honor Code. Students need to know specifically what is allowed and what is not allowed for each assignment in each course

because it varies by instructor and assignment. Keep/edit applicable content and delete what is not applicable to your course. Additional examples may be found at the school’s [syllabus webpage](https://sph.unc.edu/resource-pages/gillings-school-syllabus/).]

[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/).

### 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/).

### 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, no AI use is allowed to maintain 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.

### 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

Readings will be posted in [Course Reserves.](https://library.unc.edu/support/reserves/) Additional readings may be shared by the instructor on the course wall. All assigned readings should be completed prior to the weekly live session and before completing associated activities.

### 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.

### 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.

### Technical support

Submit assignments and quizzes at least 24 – 36 hours prior to the due date and time, to prevent last-minute technical issues from interfering with successful completion. 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 Digital Campus, immediately take these steps:

1. Contact MPH@UNC’s technical support via live chat, email or phone. Include the issue you encountered, the time you attempted to perform the course action, and the result of your attempt. Provide as much specific information as possible (e.g., operating system, browser, screen shot with error message), to assist the technical team with resolving the issue.

2. Send an email to your instructor with the information you provided to the technical support team and the day and time you sent the information. Ask the instructor if an alternative submission method is acceptable; do not send your assignment/assessment to the instructor unless asked to do so.

MPH@UNC provides technical support 24-hours per day, seven days per week. If you need computer help, please contact student support at 855-770-2159 or [studentsupport@onlinemph.unc.edu](mailto:studentsupport@onlinemph.unc.edu). There is also online chat available in the bottom right corner of the Digital Campus learning management system.

### Telephone Messages

[Example] MPH@UNC faculty and students span multiple time zones. This can make placing and receiving telephone calls challenging. Students are encouraged to log in during Office Hours to interact with their instructors in real-time. Email communication is preferred for other, time-sensitive questions.

### 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 Associate Vice Chancellor for Equal Opportunity and Compliance/Title IX Coordinator ([Elizabeth Hall](mailto:cehall@email.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/).

## Appendix A: Assignment Descriptions and Rubrics

### Assignment Descriptions

[**Instructions:**

MPH@UNC students receive all their assignment directions from this page in the syllabus. Please provide specific directions for number of words, submission format, etc.]

#### 1. Assignment [Example.] Course Discussions (10%)

Description.

#### 2. Assignment [Example.] Journal Article Critique (15%)

Description.

#### 3. Assignment [Example.] Group Project (25%)

Description.

#### 4. Assignment [Example.] Presentation (25%)

Description.

#### 5. Assessment [Example.] Final Exam (25%)

Description.

**Rubric(s)**