**Purpose:** It is the intention of this Master Syllabus Accreditation Map to provide a general description of the course for students and faculty, outline the required elements of the course and to lay the foundation for course competencies and assessments for the improvement of student learning, as specified by leadership of the School of Public Health and its accrediting bodies. Regardless of who teaches the course, the timeframe by which it is instructed, or the instructional method by which the course is delivered, course content captured in this document will serve as a guidepost for curricular soundness and continuity. It is not intended to restrict the manner by which an individual faculty member teaches the course but to be an administrative aid in instructional design.

**Today’s Date:** Click or tap to enter a date.

**Instructor(s)**:

**Instructor(s) email**:

**Course Title:**

**Course Number:**

**Term Offered:** Choose an item.

**Which of the following best describes your course competencies?** *(Check all that apply)*

[ ]  Foundational Competencies

[ ]  Concentration-specific Competencies

[ ]  Division-specific Competencies

[ ]  Other (please specify)

Course Catalog Description:

Pre-requisites/Co-requisites:

Prepared by:       Date: Click to enter a date.

Reviewed by:       Date: Click to enter a date.

**Instructions:** Please complete the below table. You may delete table elements/rows as needed. Demonstration of assessments is required for all items listed below with the exception of Knowledge Items (KIs). In all other cases, please provide a brief description of how and when the content is delivered and graded.

Content may be copied and pasted directly from the course syllabus but should include key details needed for validation.

|  |  |
| --- | --- |
| **List Knowledge Item (KI), Foundational Competency (FC), DrPH-specific Competency (DC****(One competency/item per row.)** **KEY: (o) = online****Online (o) Example:**FC3: Analyze **qualitative** and quantitative data using biostatistics, informatics, **computer-based programming and software**, as appropriate. | **Describe Assignment(s)/Assessment Method(s). Include modality of instruction, a detailed description of the expectations of the assignment, and the timing of when students are taught and assessed in the class schedule. As needed, additional guidance documents may be referenced and appended to this document. Grading standards for each assignment should be clearly outlined in the syllabus. (Examples of required elements are highlighted in blue.)****KEY: (o) = online****Online (o) Example:**(o) IPHS 401 - **In the first two weeks of the course**, the students learn common types of data in public health as described in NIH’s “Health Data Resources” website and further learn about various qualitative research methodologies for public health researchers through a reading assignment. There is a **quiz** testing the knowledge of the students in this content.” Furthermore, the **students perform qualitative data analysis using Excel or Word as part of Brief Writing Assignment-4** utilizing the narrative responses of community residents about environmental health threats in their environmental justice community in southeast side of Chicago. |
| Choose DrPH Foundational Public Health Knowledge Item.**OR**Choose DrPH Foundational Competency **OR**Click here to enter DrPH-Specific Competency. | Click here to describe assessment method.  |
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