**Course Syllabus**

**enter course number-****enter course section**

**enter course title**

**enter term/year offered**

**Credits:**

**Meeting Day(s):**

**Meeting Time:**

**Meeting Place:**

|  |  |
| --- | --- |
| **Instructor:** | ***(If applicable)* Instructor:** |
| **Office Address:** | **Office Address:** |
| **Office Phone:** | **Office Phone:** |
| **E-mail:** | **E-mail:** |
| **Office Hours\*:**  | **Office Hours\*:**  |

***\*[Faculty Instructions: Per the UIC campus policy and requirements of the Higher Learning Commission (HLC), all syllabi for faculty teaching any course, regardless of whether it is in person or online (synchronous or asynchronous), must include scheduled office hours. For the School, this means office hours must be held at least once a week for one hour each semester. This information should be noted on both the course syllabus, on the course Blackboard site, and in your SPH Faculty/Staff Profile. In person course office hours should be held in a specified SPH location and posted on your office door each term while online faculty should be accessible via a specified online platform.***

***Using the Word-Press UIC Red Multisite Platform, all faculty are required to update their SPH profile with office hours each term, regardless of modality by following the below steps:***

1. ***Enter*** [***https://publichealth.uic.edu/wp-admin***](https://publichealth.uic.edu/wp-admin) ***in the address bar.***
2. [***Log in with Shibboleth***](https://login.uic.edu/bluestem/login/illinois.edu) ***and enter in your Netid and Password.***
3. ***Enter*** [***https://publichealth.uic.edu/people/***](https://publichealth.uic.edu/people/) ***into the search engine, and search for your name.***
4. ***Locate yourself, and click on your name to be taken to your directory profile.***
5. ***Click the ‘Edit Profile’ located below the address bar and update your profile.***
6. ***Upon completion, click “Update” to save your edits.***

**Teaching Assistant (if applicable):**

 **TA Office Address:**

 **TA Office Phone:**

 **TA E-mail:**

 **TA Office Hours**

**I. Course Description**

## **II. Course Prerequisites**

## **III. Course Text and/or Other Readings**

# *[Faculty Instructions: Identify course text(s) and where they can be purchased and how other course readings can be accessed].*

# IV. Methods of Instruction

***[Faculty Instructions: Include a detailed statement on methods of instruction (e.g. lecture, discussion, problem-based learning, synchronous online class sessions). Consider including/modifying the following regarding the use of Blackboard: “Course communication outside of the classroom will rely primarily on UIC’s Blackboard Learning System. Registered students will be enrolled into the Blackboard course site two weeks prior to the start of the semester. The Blackboard course site is the primary content area for instructors to post lecture notes and articles, post and update grades, and make announcements. Students are expected to log into the course site regularly to learn about any developments related to the course as well as to upload assignments and communicate with classmates. Learn more about Blackboard at*** [***http://uic.blackboard.com***](http://uic.blackboard.com)***].***

# V. Course Objectives

***[Faculty Instructions: List course learning objectives below. (the SPH Master Syllabus Accreditation Map should be used to identify program and concentration specific competencies associated with required courses.)***

1. **At the end of this course, students should be able to:**
2. [List Objective]
3. [List Objective]
4. [List Objective]
5. [list as many as necessary]

## **VI. Course Outline/Weekly Schedule/Assessments**

 This outline is subject to change/adjustment as the course proceeds during the semester.

***[Faculty Instructions: Include course schedule (table format) and detailed description of expectations for each assignment, course readings, papers, projects, examinations, etc. with due dates, and grading rubric used to validate appropriate mapping of assessments to competencies.]***

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Session** | **Date** | **Topic** | **Reading, Homework, Other Class Prep** | **Other Assignments/Due dates** |
| 1 |  |  |  |  |  |
| 2 |  |  |  |  |  |
| 3 |  |  |  |  |  |
| 4 |  |  |  |  |  |
| 5 |  |  |  |  |  |
| 6 |  |  |  |  |  |
| 7 |  |  |  |  |  |
| 8 |  |  |  |  |  |
| 9 |  |  |  |  |  |
| 10 |  |  |  |  |  |
| 11 |  |  |  |  |  |
| 12 |  |  |  |  |  |
| 13 |  |  |  |  |  |
| 14 |  |  |  |  |  |
| 15 |  |  |  |  |  |

# Instructions regarding course assignments can be included here or in Blackboard

## **VII. Grading**

***[Faculty Instructions: Enter a statement of the basis for grading here. Provide a breakdown of course components including attendance and class participation\* and how they will be evaluated as well as a point system for achieving a particular grade.***

 ***\*As needed, please list examples of positive class participation activities specific to this course.]***

***Additional information about the grading criteria for each assignment can be included here or with assignment instructions in Blackboard. Grading rubrics can be appended to the assignment instructions or embedded in Blackboard.***

 The relative weight of each course component is as follows:

 ##% Assignment name

 ##% Assignment name

 ##% Assignment name

 ##% Assignment name

 ##% Group Work

 ##% Participation
##% Attendance \_\_\_\_\_\_\_\_
100%

###  Grading Policy

***[Faculty Instructions: This section is intended to provide guidelines for when substantial deviations are made to the established grading structure.*** ***Some suggested language is found below.***

Changes to course and assignment requirements, including those made as accommodations and/or deviations from the established grading structure, should be documented in writing to ensure clear expectations of students and instructors and to avoid misunderstanding.

**Group Work** Provide details re how individual contributions to group work will be assessed, if applicable. ***[Example]***: Individual contributions to group work will be assessed by the members of each group. Each of you will rate your peers as to what percentage of the group effort/quality each student was responsible for. For instance, Carl 15%, Jake 20%, Sophia 20%, Ana 25%, me 20%

###  Late Work

***[Faculty Instructions: Please specify your policy regarding late work. Instructors have discretion to set their own policies as long as they don’t conflict with those of the University, e.g. absence from an exam due to religious holidays must be accommodated. To avoid misunderstanding, exceptions for late work should be put in writing, including information about point deductions, if any, along with expected timelines for completion of the work.***

***Example]*** *Missed, rescheduled or late work: Late submissions will receive a 1-point reduction for every day that they are late. Late submissions due to illness or family emergency should be communicated to the instructor via email as soon as possible. Students must inform the instructor during the first week of class if they 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.*

Incomplete GradesIncomplete (IN) may be given only if, for reasons beyond the students’ control, required work has not been completed by the end of the term. University policy states that an IN must be completed by the end of the students’ next registered term subsequent to that in which it was received or, if the student is not in registered, by the end of the twelve consecutive months subsequent to that in which the IN was received. If a student is requesting an incomplete, they will be required to develop a timeline to complete all incomplete work in conjunction with the faculty member.

## **VIII. Evaluation**

The School values student feedback on course content and faculty teaching skills as an important means for improving our work. This includes mid-course evaluations which provide an opportunity for continuous course improvement during the term. Please take the time to complete both the mid-couse and end-of-term CourseEvals. In the last class session, students will have 15 minutes of class time to complete course evaluations. CourseEvals are anonymous and instructors will not receive their end-of-term CourseEvals results until after final grades have been submitted. We hope you take the time to participate in these opportunities for student feedback.

## **IX. The SPH Peer Support Team**

The Peer Support Team, comprised of MPH students advanced in writing and quantitative methods, is dedicated to helping their fellow students succeed academically. During the fall and spring terms, the team offers individual and group sessions to help students understand public health concepts and skills, and to assist with class assignments in a relaxed and supportive environment. Peer Support Specialists work with one another and in consultation with course instructors, TAs and Office of Diversity and Inclusion staff to ensure that students at SPH have the support they need to succeed in their coursework. Services are free of charge and available to all undergraduate and graduate Public Health students. You can schedule an appointment by clicking the scheduling tab below any of the specialists found here: <http://publichealth.uic.edu/diversity-and-inclusion/peer-support-team>

## **X. Librarian Office Hours and Support**

The UIC SPH has a dedicated librarian, Professor Kim Whalen, available to assist students with [library research](https://researchguides.uic.edu/publichealth), including searching PubMed and other databases, accessing the full text of sources, navigating citation managers including Zotero, and developing systematic literature search strategies. Reach out to Prof Whalen with questions or to set up an appointment to meet in person or via Zoom. She is available at kwhale4@uic.edu and 312/355-7004. Her office is #114 within the Library of the Health Sciences.

## **XI. Grading Rubrics**

***[Faculty Instructions:* (Optional, but highly encouraged for required courses mapped to CEPH and concentration-specific competencies. Please email** **sgordo4@uic.edu** **for more information or assistance.) *Provide details here for where students can access completed grading rubrics. Blackboard Learn does have a rubrics function that can be utilized to grade assignments within Blackboard. Rubrics communicate clear and equitable grading standards for assignments where grading is more subjective than objective. Faculty are encouraged to*** ***develop their own course/seminar-specific rubrics.***

**XII. Additional SPH and Campus Policies**

***All previously listed SPH and Campus-specific Policies will now be housed in the AY2024-25 Academic Procedures and Policies Handbook, to be linked at the following link on or before Friday, 8/16/2024:*** [***https://publichealth.uic.edu/current-students/student-handbooks/***](https://publichealth.uic.edu/current-students/student-handbooks/)***.***

***For graduate students who matriculated in spring 2024 or later, this information is also available in the recently expanded, schoolwide SPH Success:*** [***https://publichealth.uic.edu/admissions-aid/sph-success/***](https://publichealth.uic.edu/admissions-aid/sph-success/)***.***