**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-course 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. Generative AI Usage**

***Faculty Instructions: UIC and SPH do not have a prescribed policy regarding use of AI in the class. Policies related to Academic Integrity apply equally to Generative AI. The recent advances in AI technology are already transforming the ways humans communicate. In order to prepare students for AI-assisted work, faculty should assume the use of AI writing tools. However, policies related to Academic Integrity apply equally to Generative AI. The UIC Center for the Advancement of Teaching Excellence has useful guidance and resources for faculty on incorporating AI in the classroom, grading, etc., at this*** [***website***](https://teaching.uic.edu/ai-writing-tools/)***. Additionally, this*** [***link***](https://docs.google.com/document/d/1RMVwzjc1o0Mi8Blw_-JUTcXv02b2WRH86vw7mi16W3U/edit) provides sample language from other institutions on language to include in your syllabi re: the use of generative AI. All faculty must include a statement on their policy regarding use of Generative AI in their course.

NOTE: If you allow the use of Generative AI tools in your course, we are strongly encouraging you to require students to provide a written attestation, and ideally documentation, for any assignment or exam where Generative AI was used. This attestation should detail what tools were used and how they were applied. If you allow its use, then also clearly state that “Failure to provide this documentation will result in a grade of 0 for the assignment or exam.”

For more guidance, feel free to reach out to Sharyn Dyer (sgordo4@uic.edu) or Jamie Chriqui (jchriqui@uic.edu).

 **X. Honor Code and Academic Integrity**

SPH students are expected to uphold the SPH Honor Code and act with truth and integrity in their academic work. To better promote an understanding of those obligations, all students entering an SPH degree program are required to complete the School’s Academic Integrity Tutorial found at: <https://publichealth.uic.edu/current-students/academic-integrity-tutorial/>. Information regarding the Honor Code and SPH policy can be found in the Academic Policies and Procedures handbooks.

Academic dishonesty is an offense against the University and course instructors are obligated to report an incident to the Associate Dean for Academic Affairs. Academic dishonesty includes, but is not limited to, cheating or assisting someone else in academic dishonesty, plagiarism, unauthorized possession of class materials (e.g., tests), and unauthorized changing of one's grade. Students found guilty of engaging in an act of academic dishonesty may receive a failing grade for the assignment or course. Such students may also be prohibited from holding an assistantship or leadership position within the School, and/or be barred from competing for School scholarships and other awards. The range of possible disciplinary actions flowing from an act of academic misconduct are found in the UIC Student Disciplinary Policy at: <http://dos.uic.edu/conductforstudents.shtml>.

Additional resources: Two excellent sources which define plagiarism and how to avoid it are located at: <https://wts.indiana.edu/writing-guides/plagiarism.html> and <http://owl.english.purdue.edu/owl/resource/589/01/>. Students are also encouraged to consult their instructor on rules for proper citation.

## **XI. Mutual Respect and Inclusivity**

Public health deals with controversial issues from multiple perspectives. Consideration of these issues may cause disagreements among us, or may evoke strong personal feelings, depending on our individual experience, histories, identities, and worldviews. In an increasingly diverse society, we, as public health professionals, value inclusivity and difference, and the opportunity to learn together. Therefore, in all of our interactions and communications, it is important that we strive to have mutual respect and appreciation for one another, and for any course guests and members of the community with whom we come into contact. If you anticipate that you may have difficulty with a topic, please discuss this with an instructor as soon as possible, so that your needs can be accommodated. If you have specific concerns about class content, communications, or interactions, you are encouraged to bring this up in class or discuss this privately with one of the instructors.

SPH’s mission to protect and improve health and well-being both locally and globally is realized through collaboration, including listening and learning from many different voices and perspectives. Messages of discrimination, hate, islamophobia, and antisemitism are inconsistent with and harmful to our values at UIC SPH. Furthermore, to advance the public’s health and well-being it is important for faculty to have the freedom to collaborate with investigators at academic institutions located in Chicago, across the nation, and around the globe.

## **XII. Disability Statement**

## It is University policy to facilitate a barrier free environment so that students can fully access classes and other University activities. The Disability Resource Center provides assistance and support for students and assists with the provision of reasonable accommodations to students who have a documented disability. In order to receive accommodations, students must register with the UIC Disability Resource Center (<https://drc.uic.edu/>) and provide the course instructor with the Letter of Accommodation developed by the Disability Resource Center at the beginning of the term or as soon as feasible. Instructors will collaborate with you and the Resource Center to implement a plan that will facilitate learning.

## **XIII. Sex Discrimination, Sexual Harassment, and Sexual Misconduct Statement**

UIC is committed to providing an educational and work environment that is free from all forms of sex discrimination, sexual violence, and sexual and gender-based harassment. UIC prohibits and will not tolerate Sexual Misconduct of or by students, employees, patients, or visitors. UIC will take prompt and fair action to eliminate such conduct, prevent its recurrence, and remedy its effects through interim protective measures and accommodations, equitable investigations, and disciplinary processes <https://oae.uic.edu/policies/sexual-misconduct-policy/>

## **XIV. 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>

## **XV. 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.

## **XVI. UIC Counseling Center**

As a student, you may experience a range of issues that can cause barriers to learning or otherwise be problematic or distressing. The UIC Counseling Center provides services to help students deal with a range of issues including coping with the transition to graduate school, anxiety and depression and identity and relationship issues. Counselors can help students increase resilience and develop effective coping and problem-solving skills. More information can be found at: [http://counseling.uic.edu/](http://counseling.uic.edu/%20).

## **XVII. UIC Academic Calendar**

 <https://catalog.uic.edu/ucat/academic-calendar/>

## **XVIII. UIC SPH Success**

The SPH Success program includes resources for incoming MPH, MHA, and MS students to help students prepare for and succeed in the core courses required for each master’s program. The SPH Success program is accessible to all incoming master’s students at the UIC School of Public Health. Incoming students are automatically enrolled in the SPH Success Blackboard site once they have submitted their initial deposit and intent to enroll forms. More information may be found here: <https://publichealth.uic.edu/sph-success/>

## **XIX. Connect with Alumni on UIC Connected**:

## Connect with alumni working in public health by joining UIC Connected. Sign up using your NETID and easily upload your LinkedIn profile. This is a great opportunity to network with alumni working in the field, learn more about job and internship opportunities and stay connected to UIC. Visit <https://connected.uic.edu/> for more information and to sign up.

## **XX. 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.***