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|  | **CPH ###-XXX ###:**  **Course Title**  Term YYYY  # Credits |

**Course Syllabus**

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| **Course Description** | This course is designed to prepare the graduate student, professional student, or fellow to XXX. Major topics to be covered include XXX. [This will be what is officially printed in the Course Catalog. Discuss the course purpose, a short description of course content and relevance of the course.] DELETE ALL BRACKETED TEXT FROM SYLLABI WHEN FINISED EDITING |
| **Prerequisites** | Delete table row if there are no prerequisites for the course. |
| **Instructor** | Name, PhD  Rank Professor  Department of XXXXX  College of Public Health  Office: MCPH ####  Phone: 402-55#-####  Email: xxx@unmc.edu |
| **Guest Speakers** | [Example.] Guest speakers may include faculty members from across the University of Nebraska and experienced public health practitioners from public health agencies and other community organizations. [If you don’t have guest lecturers, please delete table row] |
| **Class Days, Times, Location** | Xxxday  #:## - #:##  MCPH #### |
| **Office Hours** | [Example.] There are no set office hours for this course. Students may request an appointment by email. Virtual office hours may be conducted via phone, Skype, Canvas Conference, or in person. OR, by appointment. |
| **Course Texts** | [List required and optional texts. Verify with bookstore they will offer the textbook.]  The required textbook for the course is available in the UNMC bookstore in the Student Life Center Building.  [If you are using textbook(s), list chapters in the course outline; if you do not use textbooks say “there is no required textbook. Reading materials will be posted on canvas at least a week before the class.] |
| **Required Readings** | Reading for a particular class should be completed before coming to class. |
| **Course Format** | [Describe the course format. Some examples are given below.]  [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).  [Example 2.] The course format will include a weekly lecture in class. The lecture will be supplemented with small group discussions, in-class exercises, case studies, and examples from the public health literature. |
| **Course Website** | <https://unmc.instructure.com> (use your NetID and password) |
| **ADA Policy** | Students with disabilities who are in need of accommodations should contact the Student Disability Services office (see below). In order to be eligible for accommodations, the student is responsible for registering with this office and providing documentation of disability. The student must register and provide documentation well in advance of the semester for which the accommodation is needed (6 weeks is suggested). Once the request has been approved, an individualized accommodation plan will be formulated, and an official “Letter of Disability Accommodation” will be issued to the student. The student must deliver the letter to the instructor before accommodations can be made. |
| **ADA Contact** | Kelly Swoboda, LMHP  Student Disability Services  Bennett Hall, Room 6001, Campus ZIP 4255  E-mail: Kelly.swoboda@unmc.edu  Phone: 402-559-5962 |

**Course Learning Objectives:**

**At the end of this course, students should be able to do the following:**

1. [List Objective]
2. [List Objective]
3. [List Objective]
4. [list as many as you think is necessary]

**Competencies addressed in this course, learning objectives mapped to these competencies, and assignments that assess these competencies:**

|  |  |  |  |
| --- | --- | --- | --- |
| **Competencies** | | **Learning Objectives** | **Assignments** |
| 1 | Competency | 1 xxxxxx  2 xxxxxx | Assessment Title |
| 2 | Competency | 3 xxxxxx | Assessment Title |
| 3 | Competency | 4 xxxxxx  5 xxxxxx | Assessment Title |
| 4 | Competency | (etc.) | Assessment Title |
| 5 | Competency |  | Assessment Title |
| 6 | Competency |  | Assessment Title |

**Course Assignments**

[Describe all of the course assignments, exams, projects, etc. If some assignments are not required but optional, please state so clearly. Examples are shown below.]

**Written Assignments**: [Example1. All written assignments should be submitted in final format; drafts will not be accepted or reviewed. Unless noted all assignments should follow APA style guidelines. They should be typed using 12 pt. Times New Roman Font, double-spaced, with 1-inch margins on all sides. All assignments should include references, and the reference page is not included in the page limit required for the assignment.]

[Example 2. Describe expectations for References] References are not included in the page limit required for the assignment. Students should include references, appearing in numerical order within the text in superscript. References should be listed according to the style of the International Committee of Medical Journal Editors (ICMJE) Uniform Requirements for Manuscripts Submitted to Biomedical Journals: <http://www.nlm.nih.gov/bsd/uniform_requirements.html>]

1. Assignment 1 (##%)  
Description.

2. Assignment 2 (##%)  
Description.

3. Midterm Exam (##%)  
Description. [Example.] Questions in short-essay format will cover material from weeks 1-7.

4. Assignment 3 (##%)  
Description.

5. Paper (##%)  
Description.

6. Final Exam (##%)  
Description. [Example.] Questions in short-essay format will cover material from weeks 8-15.

**Grading:** For assignments that require rubrics refer to the attached rubrics for grading details. Additional information about the grading criteria for each component will be distributed with the assignment. The relative weight of each course component is as follows.

##% Assignments  
##% Midterm  
##% Paper  
##% Final Exam  
100%

**Grading Scale:** The grading scale for the course is shown below and is consistent with UNMC policies.

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Grade Point: | 4.0 | 4.0 | 3.67 | 3.33 | 3.0 | 2.67 | 2.33 | 2.0 | 1.67 | 1.33 | 1.0 | 0.67 | 0 |
| Final Percentage: | 100-98 | 97-93 | 92-90 | 89-88 | 87-83 | 82-80 | 79-78 | 77-73 | 72-70 | 69-68 | 67-63 | 62-60 | <60 |
| Letter  Grade: | A+ | A | A- | B+ | B | B- | C+ | C | C- | D+ | D | D- | F |

**Class Policies [modify or delete table rows as needed]**

**Instructor Expectations**

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| **Email** | [Example.] The instructor will typically respond to email within 24 hours or less if sent Monday – Friday. The instructor may respond to weekend emails, but it is not required of them. If you receive an out of office reply when emailing, it may take longer to return emails. The instructor will give students advance notice if possible when they will be out of the office. |
| **Feedback** | [Example.] All graded assignments will receive written feedback that coincides with the assessment rubric. Feedback will be delivered via the Canvas Grade Center. If warranted, additional feedback may be sent via Canvas email or viewed in the comments section the graded assignment. 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 areas you are not. |
| **Grading** | [Example.] Assignments, projects and discussion board postings 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. |
| **Telephone Messages** | [Example.] The instructor will respond to telephone messages within 24 hours Monday thru Thursday. Calls left on a Friday will be returned that day if possible, if not they will be returned on Monday. |

**Student Expectations**

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| **Assignments** | [Example.] All assignments will be submitted through Canvas via the discussion board, Voice Thread or assignments links located in the weekly modules, syllabus link 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 first. If switching browsers does not work email or call the instructor for guidance. |
| **Attendance/ Participation** | [Example.] Your attendance and active participation are an integral part of your learning experience in this course. |
| **Communication** | [Example.] Class members are expected to follow common courtesy in all communication to include email, discussion boards, and Canvas. All electronic communications sent should follow proper English grammar rules to include complete sentences. This is a professional course, and you are expected to communicate as professionals. |
| **Contributions** | [Example.] Students are expected to offer individual contributions in class and on individual assignments and collaborate with fellow students on assignments for which students may work together. |
| **Discussion Board** | [Example.] Students are expected to participate in the course Group Discussion Board on Canvas. Throughout the semester, students will be assigned discussion board questions that will be addressed in the student’s original post. Students are also expected to reply to at least two peers’ postings per discussion board. 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.   * View the 15 Rules of Netiquette for the online discussion board at <http://blogs.onlineeducation.touro.edu/15-rules-netiquette-online-discussion-boards/> |
| **Email** | [Example.] All email correspondence between student/instructor and peer/peer will be conducted in a professional manner following email etiquette.   * View the following link for more information on email etiquette: http://metropolitanorganizing.com/etiquette-professional-organizing-services/essential-email-etiquette-tips/ |
| **Late Work** | [Example 1] Late work will not be accepted.  [Example 2] Missed, rescheduled or late work: Exam date and 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. Students must inform the instructor on 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. |

**Academic Integrity and Professional Conduct**

The University of Nebraska Medical Center has established a policy on academic integrity and professional conduct. This policy may be found in the UNMC Student Handbook. All graduate students are expected to adhere scrupulously to this policy. Cheating, academic misconduct, fabrication, and plagiarism are viewed as serious matters and will lead to disciplinary action as described in the UNMC Student Handbook under Procedural Rules Relating to Student Discipline. Additional materials related to Responsible Conduct in Research can be found in the UNMC Student Handbook.

Selected sections from the [UNMC Student Handbook](https://www.unmc.edu/studentservices/_documents/Handbook.pdf) include:

**Cheating:** A general definition of cheating is the use or attempted use of unauthorized materials or information for an academic exercise. Examples of cheating include but are not limited to:

1. Using unauthorized materials such as books, notes, calculators or other aids during an examination or other academic exercises;
2. receiving unauthorized assistance from another person during an exam or exercise such as copying answers, receiving answer signals, conversation or having another person take an examination for you;
3. providing assistance to another person during an exam or exercise, such as allowing your answers to be copied, signaling answers or taking an exam for someone else;
4. obtaining answers and/or other information without authorization from someone who has previously taken an examination;
5. including all or a portion of previous work for another assignment without authorization

**Academic misconduct:** Academic misconduct is defined as the falsification of official documents and/or obtaining records, examinations or documents without authorization. Several examples of academic misconduct are:

1. the unauthorized acquisition of all or part of an unadministered test;
2. selling or otherwise distributing all of part of an unadministered test;
3. changing an answer or grade on an examination without authorization;
4. falsification of information on an official university document such as a grade report, transcript, an instructor’s grade book or evaluation file or being an accessory to an act of such falsification;
5. forging the signature of an authorizing official on documents such as letters of permission, petitions, drop/add, transcripts, and/or other official documents;
6. unauthorized entry into a building, office, file or computer database to view, alter or acquire **documents.**

**Plagiarism:** Plagiarism is the appropriation of another person’s ideas, processes, results, or words without giving appropriate credit, i.e., an appropriate attribution or citation. Some examples are:

1. In the methods section of a thesis, a graduate student describes a procedure used in research for the thesis. The procedure was developed by a fellow graduate student in the laboratory of their major professor; however, neither the student who developed this procedure nor the major professor was given credit in the thesis. This implies that the author of these had himself developed the procedure.
2. In the background section of a thesis, a graduate student quotes verbatim the results of a previous investigator’s work but fails to credit the individual through citation. The work is recent and thus cannot be considered common knowledge.

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| **Instructor’s Policy:** [Example.] A violation of the standards of academic integrity is viewed as a very serious matter at UNMC. Any violation of the academic integrity and professional conduct policy will result in a zero grade for the assignment or exam in question. A second offense will result in an F for the course. Violations will be reported to student’s Department Chair and the COPH Associate Dean for Academic and Student Affairs and may be entered into the student’s academic record. This record may affect future job opportunities. |

**Course Outline**  
This schedule may change as the semester progresses, according to student enrollment and needs.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Session** | **Date** | **Topic** | **Reading Assignment** | **Class Activity/ Due Date** | **Learning Objectives** |
| 1 |  |  |  |  |  |
| 2 |  |  |  |  |  |
| 3 |  |  |  |  |  |
| 4 |  |  |  |  |  |
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| 11 |  |  |  |  |  |
| 12 |  |  |  |  |  |
| 13 |  |  |  |  |  |
| 14 |  |  |  |  |  |
| 15 |  |  |  |  |  |

**Grading Rubrics**

[Grading rubrics must be provided for all assignments that do not have an answer key (e.g., assignments where grading is more subjective than objective). It is important to demonstrate equitable grading among all students. Examples are shown below.]

[Example 1.] Class Preparation and Discussion Rubric (10 points)

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| --- | --- | --- | --- |
| **Class Preparation and Discussion Rubric (10 points)** | | | |
| **Criteria** | **Competent Preparation** | **Fair Preparation** | **Poor/Limited Preparation** |
| **Class preparation**  (5 points) | * The student comes to class prepared and has read, watched and/or completed the required pre-class readings and exercise. The student demonstrates a clear understanding of the topic and participates in an interactive way.   (4-5 points) | The student comes to class prepared and has read, watched and/or completed the required pre-class readings and exercise. But the student lacks a clear understanding of the topic (not able to contribute meaningfully).  (2-3 points) | * The student does not come to class prepared and has not read, watched and/or completed the required pre-class readings and exercise. The student lacks the knowledge and is not able to contribute meaningfully during discussions.   (0-1 point) |
| **Criteria** | **Proficient** | **Competent** | **Novice** |
| **Participation in class discussions**  (5 points) | * During discussions in class, the points being made by the student are one or more of the following:   **1. Validating** - Validates the contributions of others and explains why their contributions resonate.  **2. Resourceful** - Shares or creates resources that contribute to the discussion.  **3. Inquiring** - Offers feedback, asks questions, provides reflection or commentary.  **4. Community Expander** - Leads a section of the community to a new and deeper discourse.  (4-5 points) | * During discussions in class, the student tries to address one or more of the following but do not understand the discussion point or applies the concepts incorrectly:   **1. Validating** - Validates the contributions of others and explains why their contributions resonate.  **2. Resourceful** - Shares or creates resources that contribute to the discussion.  **3. Inquiring** - Offers feedback, asks questions, provides reflection or commentary.  **4. Community Expander** - Leads a section of the community to a new and deeper discourse.  (2-3 points) | * During discussions in class, the contributions to the discussion are not validating, resourceful, inquiring or a community expander. * Usually, the student just likes or agrees with others’ views and does not add to the discussion. * Student speaks only when called upon   (0-1 point) |

***[Example 2.]* Presentation Rubric (25 points)**

| **Criteria** | **Proficient** | **Competent** | **Poor Performance** |
| --- | --- | --- | --- |
| **Organization and use of visual effects**  (5 points) | * Slides have the required components (person, place time, magnitude and recommendation), and the information is consistently organized. * Oral presentation aligns with the visuals and transition is smooth from one section to another. * Visual aids are well prepared, informative, and are effectively used to enhance the audience’s understanding of the materials.   (4-5 points) | * Slides have the required components (person, place time, magnitude and recommendation), and the information is consistently organized. However, the oral presentation does not match or follow the slides well. * Visual aids are well prepared and informative but do not always support the text.   (2-3 points) | * There is no sequence of information and/or some of the required main components (person, place time, magnitude and recommendation) are missing. * Slides have the required components (person, place time), but information is inconsistently organized; therefore, it is very difficult to follow the presentation. * Does not include any visual aids (table, graph, pictures) to enhance the audience’s understanding of the materials. * The font size is too small and cannot be read.   (0-1 point) |
| **Slide Content**  (10 points) | (7-10 points)   * The title of the presentation and presentation contents are relevant and without errors. * The 5 key portions of the presentation are clear and well defined. * The presentation content is fully referenced. | (4-6 points)   * The title of the presentation and presentation contents are not completely relevant or contain minor errors. * The 5 key portions of the presentation are present but not well discussed. * The presentation content is not fully referenced. | (0-3 points)   * The title of the presentation and presentation contents either have errors or are not relevant to public health. * At least 2 of the 5 key portions of the presentation are missing and lack clarity. * The presentation content is not referenced. |
| **Delivery**  (5 points) | (4-5 points)   * Presenter maintains eye contact and uses the notes effectively. * Presentation reflects thorough preparation and coordination among students. * Presentation was within the assigned time limit. | (2-3 points)   * Presenter maintains eye contact and uses the notes most of the time. * Presentation reflects a lack of coordination among the students. | (0-1 point)   * Presenter reads the slides and makes no eye contact with the audience. * Difficult to hear the presenter. * Presentation reflects lack of practice and/or coordination. |
| **Time limit**  (1 point) | (1 point)   * Presentation was within the assigned time limit (13-15 minutes). | (1 point)   * Presentation was within the assigned time limit (13-15 minutes). | (0 points)   * Presentation was not within the assigned time limit (exceeded 15 minutes). |
| **Timeliness**  (4 points) | (4 points)   * Presentation was uploaded on Canvas on time (by the due date/time). | (2-3 points)   * The presentation was uploaded on Canvas within 24 hours after the due date/time. | (0-1 point)   * The presentation was uploaded on Canvas 24-48 hours of the due date/time. |