

## Appendix 2.6.d Syllabus Template

### Syllabus Template

1. **Prefix and Course Number**
2. **Course Title**
3. **Instructor(s), Contact Information and Office Hours** – *the course master must have an appointment in the Graduate School and been approved by the SOPH FAC*
4. **Credit Hours**
5. **Introduction** – *describe the purpose of the course, the tracks for which the course will be a requirement, any limitations on enrollment and any prerequisites.*
6. **Description** – *describe the general content of the course and the structure in terms of sessions per week, lectures, seminar or lab format.*
7. **Objectives and Competencies**– *list the educational objectives of the course, in terms of how the student should perform or behave upon completion of the course. (EPC Recommended Course Objectives are listed below). Also, you must list the appropriate corresponding competency by each objective. For core courses it will be the schoolwide competencies (MPH 1-53) and departmental programmatic competencies will be listed on all other courses (departmental program coordinator has list of programmatic/departmental competencies).*

#### Example:

#### Learning Objectives

#### Competencies

1. Identify basic theories, concepts and models from a range of social and behavioral disciplines that are used in public health research and practice.	<b>MPH 33 (Schoolwide)</b>  <b>HB 1</b> <b>(Departmental/Programmatic)</b>
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8. **Evaluation** – *describe how student’s performance will be assessed (weighting of assignments, test, etc)*
9. **Grading Scale** – *describe what constitutes and “A”, etc.*
10. **Required text(s)** -
11. **Other References** –
12. **Special Instructions** – *for example: will students be allowed to disrupt class by being late; cell phone and beepers on silent, etc.*
13. **Course Schedule** – *list in sequence the topics to be covered by week (not necessarily by date) over an academic term, and as appropriate, specific assignments, projects, requirements and readings.*
14. **Accessibility** – *Any student with a disability that may need accommodations in order to successfully complete all requirements of this course should visit the Office of Disability Support Services, located in Room 516 of the Hill University Center, extension 4-4205 or at [dss@uab.edu](mailto:dss@uab.edu) . This office is responsible for registering students and ensuring the University’s compliance with Section 504 of the Rehabilitation Act and the American with Disabilities Act. Once registered, this office will then inform faculty members of all courses in which the student is enrolled of the students status and the specific nature of any accommodations required. Any student requiring such accommodation should discuss this with the course master and assure that the appropriate correspondence is sent from the Office of Disability Support Services.*
15. **Honor Code** – *As a student in the School of Public Health, you are subject to the SOPH Student Honor Code which can be found in its entirety at <http://www.soph.uab.edu/default.aspx?id=844>. You are responsible to understand the*

*contents of the Honor Code and to abide by it. Academic dishonesty: Cheating includes but is not limited to the unauthorized use of notes, books or other sources of information; copying the work of another or allowing someone to copy the work of another student during a formal academic exercise (e.g. take home examination, homework assignment or written essay). Plagiarism is the undocumented use of other authors' words, texts, images, and ideas that don't come from your own head. Making up sources, altering numbers, statistics, or just a few words of a document is considered plagiarism. Poor documentation or paraphrasing of a source is also considered plagiarism. Unauthorized collaboration is working with others without the specific permission of the instructor on assignments that will be submitted for a grade. This rule applies to in-class or take-home tests, papers, labs, or homework assignments. Students may not collaborate without faculty authorization*

*Any violations of the Honor Code will be punished to the full extent allowable under the SOPH Honor Code.*

## EPC Recommendations for Course Objectives

**Learning objectives = what the learner will do or is able to do at the end of instruction that he or she could not do prior to instruction.**

**1. Learning objectives should be “learner centered” not “teacher centered”**

**Example:** “Students will be able to outline key epidemiologic approaches to identifying causes of cancer”

**2. Learning objectives should convey an *appropriate* level of expected performance:**

- Objectives conveying a lower level of expected performance: “to recognize (list, identify describe, and define). . .”
- Objectives conveying a higher level of expected performance: “to calculate apply, analyze, synthesize, evaluation. . .”
- At the end of a given course, is it more appropriate for students to be able “to list the steps in needs assessments” or to be able to “apply needs assessment techniques”?

**3. Learning objectives should be stated in terms of measurable learner behavior.**

**Example:** “To *select* appropriate data sources to measure cancer incidence in a given population.”

**4. Learning objectives should be *directly linked* to student performance evaluation.**

- **Objectives:** “To integrate core public health concepts in the analysis of public health problems”.
- **Evaluation:** “Students will be given a case of an actual public health problem to analyze in a 3-5 page paper in which they must identify issues *related to each of the core public health concepts* that are relevant to decision making in the case.”

**5. Learning objectives should be *related demonstrably to the degree program(s) and track(s)* for which the course is intended.**

Suggested Instructional Strategies for Use with Each Level of Bloom's Taxonomy

