



Course Syllabus

[Course Title]
[Course Number]
[Term and Year]

Commented [VW1]: Add course number, title, and term and year.

I. Instructor and Contact Information

Instructor(s) Name	
Instructor Email	
Instructor Phone	
Teaching Assistant (s)	

Office Hours: _____

Commented [VW2]: This should indicate the times when you or your TA(s) is available for one-on-one communication via discussion board, phone calls, and /or chat rooms

E-mail Policy: _____

Commented [VW3]: This should explain how often email will be checked and when a response should be expected. (E.g. "I will check my email every weekday morning by 8:00 a.m. and every weekday evening no later than 5:00 p.m. Please anticipate a 12-24 hour response time on weekdays. I do not answer emails on the weekend.")

Preferred Method of Contact: _____

Commented [VW4]: Instructor's personal email account, UAB email account, phone number, etc.

II. Course Information

Course Description and Purpose of the Course: _____

Commented [VW5]: You can insert the course description from the academic course catalog.

CEPH Competencies/Departmental Competencies/Course Learning Objectives Alignment:

Competencies define what a successful learner should know and be able to do upon completion of a particular program. These statements describe in measurable terms the knowledge, skills and abilities a successful graduate will demonstrate at the conclusion of the program. Each CEPH and departmental competencies are mapped to course learning objectives (CLOs). The course learning objective is what the student is expected to be able to do upon successfully completing this course. The relationship between competencies and course learning objectives (the incremental learning experiences at the course and experiential levels that lead to the development of the competencies) should be explicit and aligned with the program's mission, goals and objectives. (CEPH Accreditation Criteria Public Health Programs)

At the completion of this course students will be able to:

CEPH Competencies	Departmental Competencies	Course Learning Objectives	Assessments Used to Assess

Example (Delete example before finalizing syllabus)

CEPH Competencies	Epidemiology Competencies	Course Learning Objectives	Assessments Used to Assess
1. Apply epidemiological methods to the breadth of settings and situations in public health practice.	EPI-MPH 3: Apply basic terminology and definitions of epidemiology.	EPI-610 1: Recognize key epidemiologic terms related to study design, disease frequency and risk, and screening tests.	Weekly Epi Exercises and Quick Quizzes (in all modules)
2. Select quantitative and qualitative data collection methods appropriate for a given public health context.	EPI-MPH 5: Identify key sources of data and data collection methodologies for epidemiologic purposes.	EPI-610 2: Describe and compare the most common epidemiologic study designs.	Modules 4-6 Epi Exercises and Quick Quizzes
3. Analyze quantitative and qualitative data using biostatistics, informatics, computer-based programming and software, as appropriate.	EPI-MPH 4: Calculate and interpret epidemiology measures.	EPI-610 3: Define, calculate, and interpret measures of disease frequency, prognosis, and association.	Weekly Epi Exercises and Quick Quizzes (in all modules)
4. Interpret results of data analysis for public health research, policy or practice.	EPI-MPH 6: Explain the importance of epidemiology for informing scientific and ethical principles of public health concerns.	EPI-610 5: Evaluate efficacy, ethics, and effectiveness of health services, including screening programs. EPI-610 4: Evaluate the	Modules 10-14 Epi Exercises and Quick Quizzes Weekly Blog Post

- Commented [VW6]:** Competencies may not be updated or changed without approval.
- Commented [VW7]:** Course learning objectives can be updated and changed by the instructor and do not require approval.
- Commented [VW8]:**
 1. Core courses must be linked to the CEPH foundational competencies and specify how the competency are being assessed.
 2. Required and elective courses must be linked to departmental competencies and must specify how the competencies are being assessed.
- Commented [VW9]:** Assessments can be updated by the instructor at any time and do not require approval.

	EPI-MPH 8: Evaluate the strengths and limitations of epidemiologic reports.	evidence presented in epidemiologic articles and appraise its potential impact on clinical/ public health practice.	and Comments (in all modules)
--	--	---	-------------------------------

Credit Hours:

This course is worth **3** credit hours.

Prerequisites:

Commented [VW10]: Please indicate the prerequisites for this course. If there are not any please indicate "None".

Course Clock:

Commented [VW11]: If the course is not online, just remove the online verbiage.

The times used in this syllabus are all Central Standard Time. Modules open every **Monday at 8:00 a.m.** and close every **Sunday at 11:59 p.m.**

III. Course Requirements

Required Textbook(s)/Software:

Commented [VW12]: Include the textbook information for the textbooks required for this course. Also include any software requirements specific to the course such as JMP, SAS, etc.)

Textbook Format: Author, A. A. (Year of publication). Title of work: Capital letter also for subtitle. Location: Publisher.

Optional Materials:

Commented [VW13]: List any optional materials that students would benefit from.

Time Requirements/Commitment:

Example

Commented [VW14]: Include information that explains the time requirement that is expected of the student. If the course is an online course, you will want to include verbiage that relates to online. If the course is not online, just remove the online verbiage. An example is below. Alter it as needed to fit your course.

Taking an online course often requires more time and effort than an on-campus course. This is a 3 credit hour course; you should therefore anticipate spending at least 3 hours a week watching online lectures, viewing PowerPoint lectures, participating in discussion boards, completing online activities, and taking quizzes or exams. Additionally, you should anticipate another two hours of study time per lecture hour. Therefore, you should expect to spend an additional 6 hours a week reading your textbook, studying notes, responding to discussion posts, and working on assigned projects and/or papers.

In order to be a successful online student, you should plan to log in to the course at least 3 times a week (especially the day a new module opens), possess excellent time management and organization skills, and avoid procrastination (risk of technology failure increases as the deadline for an assignment approaches).

Submitting Assignments: Update: This section used to be Course Policies and Procedures

Commented [VW15]: If the course does not utilize Canvas, remove this verbiage.

Assignments should be submitted through Canvas (or emailed to professor required) by the specified due date. Each assignment will have a submission link. Papers will be checked by Turnitin.com within the Canvas system. Modules will open every **Monday** and will end **Sunday at 11:59 p.m.** Central Standard Time. You will still have access to material after the end of the module, but no additional posts to discussion boards or assignments will be accepted after this date/time.

IV. Course Schedule: Update: This section now requires the student's last day to withdraw from class.

Module #	Topic	Readings	Activities/Due Dates	Module Learning Objectives
Module 1				
Module 2				
Module 3				
Module 4				
Module 5				
Module 6				
Module 7				
Module 8				
Module 9				
Module 10				
Module 11				
Module 12				
Module 13				
Module 14				
Last Day to Withdraw: XX/XX/XX				

V. Grading

Attendance and Participation:

Example

Students are required to make one original post within the discussion boards and respond to at least **two** other discussion threads. Original posts must be **one paragraph** in length. Responses must be at least **three sentences** in length and must address specific content. Short responses such as "Great post" or "I agree" are not acceptable without explanations.

Commented [VW16]: Include your attendance and participation policy. If you are teaching an online course, an example is below.

Evaluation: Update: This section has been updated.

Commented [VW17]: Describe how student's performance will be assessed (weighting of assignments, test, etc.).

Assessment/Activity	Points	Percent
Total Points and Percentages		

Instructor Response Time: Update: This section is new.

Example

Commented [VW18]: In your course, you will want to give students an idea about how quickly you will provide feedback and grades and descriptions of activities. The example follows best practices and is recommended.

- Questions on the FAQ board or via email will be answered within 24 hours during the work week.
- Feedback/grades will be posted within 48 hours after the activity's submission due date.
- Final grades will be posted by the due date listed in the Academic Calendar.

Grading Scale: Update: This section has been updated.

Commented [VW19]: Both grading scales are listed. Remove the scale that does not relate to your course.

Undergraduate

Grade	Point Range	Percentage
A=		90-100%
B=		80-89%
C=		70-79%
D=		60-69%
F=		0-59%

Graduate

Grade	Point Range	Percentage
A=		90-100%
B=		80-89%
C=		70-79%
F=		0-69%

Special Instructions: Update: This section no longer includes verbiage on Online Communication Etiquette.

Commented [VW20]: Include any instructions that are specific to your class that have not been addressed in this syllabus.

VI. Technology Requirements and Support

System Requirements:

View the system requirements specified by the School of Public Health. If your computer does not meet the standards, you may encounter problems testing or accessing content. Laptops that do not meet the standards may not be used for testing. If you use a laptop that does not meet the minimum requirements, you will not be given additional time or opportunities during an exam as a result of laptop issues. Contact 205-934-7728 for technical problems within the School of Public Health or AskIT@uab.edu or call 205-996-5555 for other technical problems.

Browser Requirements:

Students will need to use Firefox or Google Chrome browsers in order to access Canvas.

Online Delivery System (Course Platform):

This course will be delivered through Canvas by Instructure. You can access Canvas through BlazerNet or by visiting <http://uab.instructure.com>. You should log in using your Blazer ID and password. At any time you can contact the Canvas support team or user

guides by contacting Canvas Support Hotline at 855-778-9969 or by clicking the Help button in the left-hand navigation bar of the screen. You can also contact the Office of Student Services at soph@uab.edu for assistance.

VII. Communication Guidelines **Update: This is a new section that includes previous verbiage on Online Communication Etiquette.**

Online Communication Etiquette:

When participating in a discussion, please be respectful of everyone's post. While it is acceptable to disagree with someone's opinion, you should always do so in a respectful manner. This respect should be extended to entities (instructors, businesses, other students, etc.) outside of the class as well. Do not refer to people outside of the class by name or criticize other instructors or teaching methods within posts. Keep posts relevant to the discussion board topic. This is an academic discussion, not a sounding board. Additionally, you should use appropriate language in your posts: avoid "net speak" such as TTYL, LOL, L8R, U (instead of you). When beginning a post, address your post to the CLASS (in all capital letters). If you are responding, use the person's name to whom you are responding in all capital letters (This is the only time you should use all capital letters). Please visit [UAB Code of Conduct](#). **Update: The addition of the UAB Code of Conduct**

Commented [VW21]: If the course is not online, tailor the verbiage for in class.

VIII. Course and University Policies

Incomplete Grades:

The UAB Incomplete Grade Policy states that a temporary grade notation of "I" for incomplete may be requested by the student prior to the end of the term and submitted at the course master's discretion due to unforeseen circumstances that effect the student's ability to complete course requirements. Students requesting consideration of an "I" grade must discuss with the course instructor, and agree upon a plan and a schedule for, completion of course requirements. It is the student's responsibility to initiate this discussion, assure completion of this form and return it to the Office of Student and Academic Services. If no permanent grade is reported by the end of the subsequent term, an "F" will be automatically assigned to replace the "I". Extension of "I" grades may be granted only upon written request of the course instructor to the associate dean for academic affairs. Complete the [SOPH Incomplete Grade Request Form](#). **Update: The look of the SOPH Incomplete Grade Request Form link has been updated.**

Late Assignments:

Commented [VW22]: Please indicate your policy on accepting late assignments.

Proctor U:

Exams in online courses **must** be proctored. Online proctoring services are available and accessible through Canvas. **ProctorU exams should be scheduled within 3 weeks prior to your actual exam date.** Use the following resource to learn more about ProctorU and how to use it:

Commented [VW23]: Remove this verbiage if your course does not require students to use ProctorU.

[How ProctorU Works for Students](#) **Update: This link has been updated.**

UAB eLearning pays for two exams (2.5 hours or less) per student per online course. This does not include fees associated with students missing exam sessions or scheduling exam sessions late. Additional exams may be purchased in addition to the ones that UAB eLearning will cover, but the fees for these additional courses must be paid by the school/department or student.

Accessibility:

UAB is committed to providing an accessible learning experience for all students. If you are a student with a disability that qualifies under Americans with Disabilities Act (ADA) and Section 504 of the Rehabilitation Act, and you require accommodations, please contact Disability Support Services for information on accommodations, registration and procedures. Requests for reasonable accommodations involve an interactive process and consist of a collaborative effort among the student, DSS, faculty and staff. If you are registered with Disability Support Services, please contact me to discuss accommodations that may be necessary in this course. If you have a disability but have not contacted [Disability Support Services](#), please call 934-4205 or visit their website.

Update: The look of the DSS link has been updated.

Title IX:

The University of Alabama at Birmingham is committed to providing an environment that is free of bias, discrimination, and harassment. If you have been the victim of sexual discrimination, harassment, misconduct, or assault we encourage you to report the incident. UAB provides several avenues for reporting. Visit UAB's [Title IX Policy and UAB's Equal Opportunity and Anti-Harassment Policy](#) for more information about Title IX, policy, reporting, protections, resources and supports. **Update: The look of the Title IX Policy link has been updated.**

Honor Code:

As a student in the School of Public Health, you are subject to the [School of Public Health Student Honor Code](#). You are responsible to understand the contents of the Honor Code and to abide by it. Academic Dishonesty: 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. Plagiarism in this course is taken seriously; any violations will be punished to the full extent allowable under the School of Public Health Honor Code. All assignments will be submitted through the Turnitin system to document the originality of your contributions to the class. **Update: The look of the Student Honor Code link has been updated.**

UAB Policies: Update: This section is new.

To see all the current university-wide policies visit [UAB Policies and Procedures Library](#).

IX. Library Resources: Update: This section is new.

You can access library materials such as databases, electronic journals, encyclopedias, and other various resources. Visit [UAB Libraries](#).

X. UAB Student Counseling Services Update: This section is new.

Student Counseling Services offers students of all backgrounds, races, religious beliefs, sexual orientations, gender identities, abilities, ethnicities, and cultures a safe place to discuss and resolve issues that interfere with personal and academic goals. Student Counseling Services recognizes and honors the complex intersectionality of all aspects of a person's identity and presenting concerns. All enrolled UAB students are eligible for counseling. Students can schedule an appointment by phone, (205) 934-5816, or in-person at the Student Health and Wellness Center at the LRC, 1714 9th Avenue South. Students should be prepared to tell the intake coordinator why they are seeking counseling.

Instructors reserve the right to make changes to the syllabus or course content at any time. It is your responsibility to check the modules and announcements often for changes in assignment requirements, due dates, and materials.

Commented [VW24]: This section is optional.