PUBH [course number], SECTION [course section]

[Course Title]

--Delete this text box after reading—

Online courses need to submit a summary of instructional time to be entered into ECAS. You can download the instructions and template at <http://z.umn.edu/sphinstructionaltime>. Submit that document along with the syllabus for the EPC and division curriculum committees.

This template uses [brackets] to denote areas that should be customized to your course. If you use the search this document for “[“ or “]” you will not miss any of them. Note that grading policies (such as extra credit) may be deleted if they do not pertain to your course.

[Term/Year Offered]

Course & Contact Information

**Credits:** [X] credits

**Meeting Day(s), Time, and Place:** This course is entirely web-based, delivered via [Canvas at <http://canvas.umn.edu>].

| **Contact Type** | **Contact Information** | **Role** | **When to Contact** |
| --- | --- | --- | --- |
| Instructor | [Name]  [Email]  [Phone]  [Fax] | Primary instructor for this course |  |
| Teaching Assistant | [Name]  [Email] | [**Example:** assigns grades and provides individual feedback on assignments] | [**Example:** Questions or concerns about the class, assignments, deadlines, etc. Your TA will respond promptly and is your first line of contact.] |
| Technical Support | Technical support options are available on the SPH website. <https://z.umn.edu/sphquickhelp> | Troubleshoots technical issues related to the course site or course content. | Technical issues with the course site, media, quizzes or assignments. |

Please save this contact information to your computer or print it. That way, you can still contact us in the event that you have difficulty connecting to the Internet or accessing the syllabus.

Communication in Online Courses

Communication is especially important in an online course. The course site announcement forums/discussions and email will be used to communicate with students. You are responsible for reading all course-related emails sent to your University email account and contacting us in a timely manner with any questions you may have. We strongly recommend that you check your U of M email daily. [My/our] goal is to respond to emails within [24 hours] [days of week].

Course Description

[Add course description]

**[Acknowledgments**

*[Use when appropriate: example]* The contents of PubH XXXX have been developed with the contributions of numerous instructors. Dr. XXX, the current instructor, has been involved with the majority of recent content and modifications.  Former faculty/instructors, including Dr. A, B, C, D and E, all had roles in either the conceptual development or actual content of the current course, and are acknowledged for their contributions. [include other important contributors, if appropriate, e.g. the SPH Office of E-Learning Services]]

Course Prerequisites

[Add course prerequisites.]

Course Goals & Objectives

[Add high level goals/objectives that will be measured in the course.]

Methods of Instruction and Work Expectations

**Course Workload Expectations**

[Course name] is a [X] credit course. The University expects that for each credit, you will spend a minimum of three hours per week attending class or comparable online activity, reading, studying, completing assignments, etc. over the course of a 15-week term. Thus, this course requires approximately [X \* 45] hours of effort spread over the course of the term in order to earn an average grade.

This course is entirely online. Therefore, time you would otherwise be in class will be incorporated into work for the course in the form of online discussions, lectures, etc.

**Technology**

You will use the following technology tools in this course. Please make yourself familiar with them.

* *List technologies and where they can learn more*
* **[Example:** Voicethread, information is available in your course site.]
* **[Example:** Microsoft Excel, note general functionality necessary to know.]
* **[Example:** Google Docs, training is available via OIT <https://it.umn.edu/self-help-guide/google-drive-work-files-folders>.]
* *Note: if you need assistance compiling this list or require a resource that does not exist for a specific technology, please email sph-elearningsupport@umn.edu.*

**Learning Community [Note: you can customize this to your course]**

School of Public Health courses ask students to discuss frameworks, theory, policy, and more, often in the context of past and current events and policy debates. Many of our courses also ask students to work in teams or discussion groups. We do not come to our courses with identical backgrounds and experiences and building on what we already know about collaborating, listening, and engaging is critical to successful professional, academic, and scientific engagement with topics.

In this course, students are expected to engage with each other in respectful and thoughtful ways.

In group work, this can mean:

* Setting expectations with your groups about communication and response time during the first week of the semester (or as soon as groups are assigned) and contacting the TA or instructor if scheduling problems cannot be overcome.
* Setting clear deadlines and holding yourself and each other accountable.
* Determining the roles group members need to fulfill to successfully complete the project on time.
* Developing a rapport prior to beginning the project (what prior experience are you bringing to the project, what are your strengths as they apply to the project, what do you like to work on?)

In group discussion, this can mean:

* Respecting the identities and experiences of your classmates.
* Avoid broad statements and generalizations. Group discussions are another form of academic communication and responses to instructor questions in a group discussion are evaluated. Apply the same rigor to crafting discussion posts as you would for a paper.
* Consider your tone and language, especially when communicating in text format, as the lack of other cues can lead to misinterpretation.

Like other work in the course, all student to student communication is covered by the Student Conduct Code).

Course Text & Readings

[List course text and readings, note where they are available for purchase or where to obtain them.]

This course uses journal articles, which are available via the University Libraries’ E-Reserves and will be linked from the course site. It is good practice to use a citation manager to keep track of your readings. More information about citation managers is available at <https://www.lib.umn.edu/pim/citation>.

Course Outline/Weekly Schedule

**This course has specific deadlines.** All coursework must be submitted via the course site before the date and time specified on the site. **Note: assignments are due by 11:55pm CST unless indicated otherwise.**

|  |  |  |  |
| --- | --- | --- | --- |
| Week | Topic | Readings | Activities/Assignments |
| Week 1 Date-Date | * Topic | * Readings | * Assignment * Activity * Etc |
| Week 2 Date-Date |  |  |  |
| Week 3 Date-Date |  |  |  |
| Week 4 Date-Date |  |  |  |
| Week 5 Date-Date |  |  |  |
| Week 6 Date-Date |  |  |  |
| Week 7 Date-Date |  |  |  |
| Week 8 Date-Date |  |  |  |
| Week 9 Date-Date |  |  |  |
| Week 10 Date-Date |  |  |  |
| Week 11 Date-Date |  |  |  |
| Week 12 Date-Date |  |  |  |
| Week 13 Date-Date |  |  |  |
| Week 14 Date-Date |  |  |  |
| Week 15 Date-Date |  |  |  |

Land Acknowledgement

The School of Public Health at the University of Minnesota Twin Cities is built within the traditional homelands of the Dakota people. Minnesota comes from the Dakota name for this region, Mni Sóta Maḳoce, which loosely translates to the land where the waters reflect the skies.

It is important to acknowledge the peoples on whose land we live, learn, and work as we seek to improve and strengthen our relations with our tribal nations. We also acknowledge that words are not enough. We must ensure that our institution provides support, resources, and programs that increase access to all aspects of higher education for our American Indian students, staff, faculty, and community members.

SPH and University Policies & Resources

The School of Public Health maintains up-to-date information about resources available to students, as well as formal course policies, on our website at [www.sph.umn.edu/student-policies/](http://www.sph.umn.edu/student-policies/). Students are expected to read and understand all policy information available at this link and are encouraged to make use of the resources available.

The University of Minnesota has official policies, including but not limited to the following:

* Grade definitions
* Scholastic dishonesty
* Makeup work for legitimate absences
* Student conduct code
* Sexual harassment, sexual assault, stalking and relationship violence
* Equity, diversity, equal employment opportunity, and affirmative action
* Disability services
* Academic freedom and responsibility

Resources available for students include:

* Confidential mental health services
* Disability accommodations
* Housing and financial instability resources
* Technology help
* Academic support

Evaluation & Grading

[Enter a detailed statement of the basis for grading here. Include a breakdown of course components and a point system for achieving a particular grade. Include expected turnaround time for grading/feedback. Please refer to the University’s Uniform Grading Policy and Grading Rubric Resource at <https://z.umn.edu/gradingpolicy>]

**Grading Scale**

The University uses plus and minus grading on a 4.000 cumulative grade point scale in accordance with the following, and you can expect the grade lines to be drawn as follows:

| **% In Class** | **Grade** | **GPA** |
| --- | --- | --- |
| 93 - 100% | A | 4.000 |
| 90 - 92% | A- | 3.667 |
| 87 - 89% | B+ | 3.333 |
| 83 - 86% | B | 3.000 |
| 80 - 82% | B- | 2.667 |
| 77 - 79% | C+ | 2.333 |
| 73 - 76% | C | 2.000 |
| 70 - 72% | C- | 1.667 |
| 67 - 69% | D+ | 1.333 |
| 63 - 66% | D | 1.000 |
| < 62% | F |  |

* A = achievement that is outstanding relative to the level necessary to meet course requirements.
* B = achievement that is significantly above the level necessary to meet course requirements.
* C = achievement that meets the course requirements in every respect.
* D = achievement that is worthy of credit even though it fails to meet fully the course requirements.
* F = failure because work was either (1) completed but at a level of achievement that is not worthy of credit or (2) was not completed and there was no agreement between the instructor and the student that the student would be awarded an I (Incomplete).
* S = achievement that is satisfactory, which is equivalent to a C- or better
* N = achievement that is not satisfactory and signifies that the work was either 1) completed but at a level that is not worthy of credit, or 2) not completed and there was no agreement between the instructor and student that the student would receive an I (Incomplete).

| **Evaluation/Grading Policy** | **Evaluation/Grading Policy Description** |
| --- | --- |
| **Scholastic Dishonesty, Plagiarism, Cheating, etc.** | You are expected to do your own academic work and cite sources as necessary. Failing to do so is scholastic dishonesty. Scholastic dishonesty means plagiarizing; cheating on assignments or examinations; engaging in unauthorized collaboration on academic work; taking, acquiring, or using test materials without faculty permission; submitting false or incomplete records of academic achievement; acting alone or in cooperation with another to falsify records or to obtain dishonestly grades, honors, awards, or professional endorsement; altering, forging, or misusing a University academic record; or fabricating or falsifying data, research procedures, or data analysis (As defined in the Student Conduct Code). For additional information, please see <https://z.umn.edu/dishonesty>  The Office for Student Conduct and Academic Integrity has compiled a useful list of Frequently Asked Questions pertaining to scholastic dishonesty: <https://z.umn.edu/integrity>.  If you have additional questions, please clarify with your instructor. Your instructor can respond to your specific questions regarding what would constitute scholastic dishonesty in the context of a particular class-e.g., whether collaboration on assignments is permitted, requirements and methods for citing sources, if electronic aids are permitted or prohibited during an exam.  Indiana University offers a clear description of plagiarism and an online quiz to check your understanding (<https://plagiarism.iu.edu/certificationTests/> ). |
| **Late Assignments** |  |
| **Attendance Requirements** |  |
| **Makeup Work for Legitimate Reasons** | If you experience an extraordinary event that prevents you from completing coursework on time and you would like to make arrangements to make up your work, contact your instructor within 24 hours of the missed deadline if an event could not have been anticipated and at least 48 hours prior if it is anticipated.  University policy recognizes that there are a variety of legitimate circumstances in which students will miss coursework, and that accommodations for makeup work will be made. This policy applies to all course requirements, including any final examination. Students are responsible for planning their schedules to avoid excessive conflicts with course requirements.   1. Instructors may not penalize students for absence during the academic term due to the following unavoidable or legitimate circumstances: illness, physical or mental, of the student or a student’s dependent; medical conditions related to pregnancy; participation in intercollegiate athletic events; subpoenas; jury duty; military service; bereavement, including travel related to bereavement; religious observances; participation in formal University system governance, including the University Senate, Student Senate, and Board of Regents meetings, by students selected as representatives to those bodies; and activities sponsored by the University if identified by the senior academic officer for the campus or the officer’s designee as the basis for excused absences. 2. Voting in a regional, state, or national election is not an unavoidable or legitimate absence. 3. Instructors are expected to accommodate students who wish to participate in party caucuses, pursuant to Board of Regents resolution (see December 2005 Board of Regents Minutes, p 147.) 4. For circumstances not listed in (1), the instructor has primary responsibility to decide on a case-by-case basis if an absence is due to unavoidable or legitimate circumstances and grant a request for makeup work.   Because this course is entirely online and all materials are available to students from the first day of the term, we expect students to plan accordingly if travels or access to internet will cause them to miss a deadline. Note that our deadlines are generally set for 11:55 p.m. CST, so traveling to a different time zone will require additional planning. Further, circumstances that qualify for making up missed work will be handled by the instructor on a case-by-case basis; they will always be considered but not always granted. For complete information, view the U of M's policy on Makeup Work for Legitimate Absences (<https://policy.umn.edu/education/makeupwork> ). |
| **Extra Credit** |  |
| **Saving & Submitting Coursework** | **Documents that students submit are considered final;** students may not submit more than one version or draft of each assignment. |
| **Technical Issues with Course Materials** | You are expected to submit all coursework on time and it is your responsibility to ensure that your work is submitted properly before the deadline.  If you experience technical difficulties while navigating through the course site or attempting to submit coursework:   * Go to Quick Help: <http://z.umn.edu/sphquickhelp>. * Connect with the appropriate person or office within 30 minutes of the problem’s occurrence.   + Provide as much information as possible, so the tech team can best help you as soon as possible.   + You can expect a response within 1-2 business days to help resolve the problem. |

CEPH Competencies

--Delete this text box after reading—

Resources for filling out the CEPH competencies grid are available on isph: <http://www.isph.umn.edu/sph/instructor-resources/>

| **Competency** | **Learning Objectives** | **Assessment Strategies** |
| --- | --- | --- |
|  |  |  |