

# Syllabus

Course Code/#: Course Title

# Credits | MPH@UNC



- **Instructions** - Instructions are in teal highlight – delete this text after use. All sections are required unless marked in yellow.
- **Optional, not Required** - Sample language is in yellow highlight and can be edited/deleted.
- **New** - Green highlighted language is new to the latest update of the syllabus – keep text but remove highlight.

This syllabus is used for multiple sections of the course over various semesters. Therefore, it should be evergreen, meaning no dates, semesters, revision notes, etc.

Please save this as a .docx file, replacing the word “Template” with the course code/number (no dates). Click File → Download → Microsoft Word (.docx) to download the document to your computer.

## Course Description

Description from [Course Catalog](#). Note, To avoid issues with degree plans, prevent student confusion and set proper expectations, changes in the course title or description **must** be updated in [CIM](#).

## Course Overview

You are encouraged to also include a longer description that will give students a more detailed overview of the course. If you choose to include a Course Overview, use the heading above, otherwise remove it.

## Prerequisites

Indicate “None” if there are no prerequisites for the course

## Instructor

- Your section instructor will provide an introduction, contact information, and preferred method of contact in the course on Digital Campus.
- [More faculty information](#)

## Office Hours

Each section instructor will hold office hours each week. The day and time will be posted on the course wall no later than Week 1. Students can attend Office Hours by logging into the live classroom.

## Digital Campus

Use your OneLogin to sign in & access your course on [Digital Campus](#).




## Course Assignments and Assessments

This course will include the following graded assignments that contribute to your final grade in the course. For assignment descriptions and assignment grading rubrics, see Appendix A.

Please copy your detailed assignment descriptions into Appendix A. Assignments are not listed separately in the Digital Campus system; Appendix A is the place students will receive assignment details.

Graded Assignments	Points or Percentages of Final Course Grade
1. Course Discussions	10
2. Article Critique	15
3. Group Project	25
4. Presentation	25
5. Final Exam	25
<b>Total:</b>	100

## Course Grading Scale(s)

All MPH@UNC courses use the H-F scale.

Final course grades will be determined using the following [UNC Graduate School grading scale](#). The relative weight of each course component is shown in the Graded Assignments table.

Description	Numeric Value
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<b>H</b>	High Pass: Clear excellence	93-100
<b>P</b>	Pass: Entirely satisfactory graduate work	80-92
<b>L</b>	Low Pass: Inadequate graduate work	70-79
<b>F</b>	Fail	0-69

Optional-- If you choose to include the Map of Competencies to Learning Objectives and Assessment/Assignments, here is sample language:

### Map of Competencies to Learning Objectives and Assessment Assignments

Below you will see the competency(ies) you will develop in this course, the learning objectives that comprise the competency(ies), and the assignment(s) in which you will practice demonstrating this competency.

**Competency:** In the course syllabus, we can list competencies taught in this course, clearly identify when taught, how taught (e.g., learning objectives), and how assessed (e.g., description of assessment assignment). CEPH uses the term competency, while campus often references learning outcome. Competency refers to CEPH-defined foundational competencies (e.g., BSPH, MPH, DrPH) or school-defined concentration and/or program competencies (e.g., MS, PhD). For BSPH, MPH, DrPH courses, use the competency coding convention (e.g., MPH08, EPID03).

**Learning Objectives:** List the learning objectives that comprise the competency taught in this course.

**Assessment Assignment:** Name and briefly describe assignments that assess student demonstration of the competency taught in this course, making sure the name matches the name of the graded assignment in the graded assignment table above. Make sure to copy detailed assignment descriptions into Appendix A

Competency	Learning Objectives that comprise the competency	Assessment Assignment for evidence of student attainment of competency

## Expectations, Policies, and Resources

All policy statements below that do not require editing by the instructor have been moved from placement within the syllabus template text to a centralized webpage. The syllabus template now links to the specific policy section on that page. Any updated policy statements are marked in green. Please contact [Jessica Vargas](#) with any questions.

### Attendance Policy

Please read the [University Attendance Policy](#).

Instructors should clarify here their course-specific attendance requirements. Specifically, instructors should address if attendance is required, recommended, or neither. Instructors should explicitly state if attendance contributes to the course grade, and if so, how that is determined.

Instructors may work with students to meet attendance needs that do not fall within University approved absences. For situations when an absence is not University approved (e.g., a job interview, illness/flu, or club activity), instructors are encouraged to work directly with students to determine the best approach to missed classes and make-up assessment and assignments. See [University Class Attendance Policy](#). *Updated and approved by the Educational Policy Committee, December 2024*

### Code of Conduct

All students are expected to adhere to University policy and follow the guidelines of the UNC Code of Conduct. Additional information can be found at the [UNC Student Code of Conduct website](#).

An Honor Code statement is required on all syllabi. In addition to the required language above, you may select from the following examples or create your own. More information about Honor Code statements can be found at [UNC Student Conduct: Honor in the Syllabus](#).

#### Example 1:

I expect all students to follow the guidelines of the UNC Code of Conduct. In particular, students are expected to be aware of policies related to academic integrity. You can read more about the Code of Conduct at the [UNC Student Code of Conduct website](#). In any course, including mine, what constitutes cheating can change from one activity to another. For example, collaboration may be encouraged for an assignment but qualify as cheating during an exam. Please see my guidelines for each activity, and if you are unsure, please ask me to clarify. In remote classes, there may be many temptations for using online exchange sites, such as Chegg. Note that these sites provide names of students who have used their materials, and they routinely cooperate with institutions around academic integrity issues. Please don't get caught up with Code of Conduct issues just because it appears to be simple and untraceable. It is not!

#### Example 2:

Students are bound by the Honor Pledge and University policy in completing academic coursework. Such policies are effective at all times, and the submission of work signifies understanding and acceptance of those requirements. Plagiarism will not be tolerated. Please consult with me if you have any questions about course requirements, academic misconduct, or the Student Code of Conduct. You can also find additional information at the [UNC Student Code of Conduct website](#).

## Artificial Intelligence (AI) Use Policy

An AI Use Policy is required on all syllabi.

Carolina students are expected to follow these AI guidelines:

1. AI should help you think, not think for you. You may be able to use these tools to brainstorm ideas, research topics, and analyze problems, but you must decide what's appropriate and accurate.
2. Engage responsibly with AI. You must evaluate AI-generated outputs for potential biases, limitations, inaccuracies, false output, and ethical implications. Do not put personal or confidential data into these tools.
3. The use of AI must be open and documented. You should declare, explain, and cite any use of AI in the creation of your work using applicable standards (e.g., APA, MLA, course guidelines). Understand that you are ultimately 100% responsible for your final product.

In addition to the guidelines above, follow these specific AI guidelines in this syllabus as stated below. If you are unsure, check with me. Guidance offered in this syllabus would be referenced should an issue be referred to Student Conduct for alleged academic misconduct.

Choose and/or modify any of the examples below. You can add additional rationale for this stance explaining how it supports student learning and providing details that apply to specific circumstances, such as assignments, or activities within a course.

### Example 1:

**No AI Use:** AI tools are not permitted; all work must be completed independently by the student. For example, a student writes a paper or solves a math problem entirely on their own without any AI assistance. Should students have questions, they should seek clarification from the instructor.

### Example 2:

**Assistive AI Use Only:** AI tools can be used for non-content-generating tasks, such as grammar checking, formatting, or organizing ideas, but it cannot create new intellectual content. For example, a student might use AI to check spelling and format citations for a history paper or organize data for a lab report but not to write the paper or lab report.

### Example 3:

**Partial Generative AI Use (Idea Generation and Research Exploration):** AI tools can assist with generating content or solving problems for specific parts of the assignment, but the student must refine and modify the AI-generated content and use proper citations. For example, AI might draft a section of a literature review or suggest code for a programming problem that the student then edits and improves.

### Example 4:

**Full Generative AI Use (Content Generation and Production):** AI tools are actively involved in generating significant portions of the content throughout the assignment, and the student guides, reviews, and revises the AI's work using proper citations. For example, AI might generate the bulk of

a data analysis or assist with drafting multiple sections of a research paper that the student then integrates and refines. Often, assignments of this kind are intended to teach and guide AI use.

Optional--If you choose to use iThenticate, here is sample language:

### **iThenticate**

**iThenticate** is a writing tool to help ensure that scholarly and research documents such as written assignments, manuscripts, theses, dissertations, and grant applications follow proper citation practices. You may choose to use this software to improve your writing and citations. However, your instructor reserves the right to use the software if any written assignment is suspected of having un-cited or improperly cited work.

### **Gillings Community**

Shared values such as mutual respect, intellectual humility, interdisciplinary collaboration, and commitment to public health ethics form the foundation of our teaching and learning, research, public health practice, professional networks, and community engagement. In this spirit, we strive to foster an environment across the school that welcomes and values all individuals while supporting their development and success. A new Gillings Community Plan designed to help us uphold and advance these values – core to the Gillings mission - is in development; we anticipate its adoption in Fall 2025.

Additional campus resources include: [UNC Student Affairs](#), including the [LGBTQ Center](#); [Non-Discrimination Policies at UNC Chapel Hill](#); [Ombuds](#); and [Prohibited Discrimination, Harassment, and Related Misconduct at UNC Chapel Hill](#).

In addition to the Gillings Community statement above, you can add or edit additional examples as listed below.

### **Examples**

In this class, we practice the Gillings School's commitment to our community values in the following ways.

- Develop classroom participation strategies that recognize the many ways students engage and contribute, encouraging involvement from all.
- Design assessment approaches that acknowledge different methods for acquiring knowledge and demonstrating proficiency.
- Invite and respond to student feedback to continuously improve classroom practices (e.g., encouraging all students to speak in class; that course materials, lectures, and discussion are accessible to students with low vision or hearing; maintain respectful dialogue; etc.).
- Treat all members of the Gillings community (students, faculty, staff, alumni and community partners) as human persons of equal worth with dignity and respect, even in times of disagreement.
- Strive to maintain a spirit of curiosity and generosity, particularly in the face of new and/or seemingly contradictory information and perspectives.
- Challenge each other to use our public health learning to improve our practice and research.
- Create learning spaces where all have the opportunity to share their unique knowledge, perspectives, lived experiences, identities and skills while learning from others' – to explore and address pressing public health concerns.

## Assignments

Submit all assignments through Digital Campus or assignment links located in the weekly modules 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, please refer to the technical support information.

## Technical support

Submit assignments and quizzes at least 24 – 36 hours prior to the due date and time, to prevent last-minute technical issues from interfering with successful completion. Your instructor cannot resolve technical issues, but it's important to notify them if you are experiencing issues. If you have problems submitting an assignment or taking a quiz in Digital Campus, immediately take these steps:

1. Contact MPH@UNC's technical support via live chat, email or phone. Include the issue you encountered, the time you attempted to perform the course action, and the result of your attempt. Provide as much specific information as possible (e.g., operating system, browser, screen shot with error message), to assist the technical team with resolving the issue.
2. Send an email to your instructor with the information you provided to the technical support team and the day and time you sent the information. Ask the instructor if an alternative submission method is acceptable; do not send your assignment/assessment to the instructor unless asked to do so.

MPH@UNC provides technical support 24-hours per day, seven days per week. If you need computer help, please contact student support at 855-770-2159 or [studentsupport@onlinemph.unc.edu](mailto:studentsupport@onlinemph.unc.edu). There is also online chat available in the bottom right corner of the Digital Campus learning management system.

## Late Work

### Example 1:

Late work will not be accepted.

### Example 2:

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. You must inform the instructor on the first week of class if you 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.

## Readings

Readings will be posted in [Course Reserves](#). Additional readings may be shared by the instructor on the course wall. All assigned readings should be completed prior to the weekly live session and before completing associated activities.

## Course Communication Expectations

Please read the [Course Communication Expectations](#).

### Communication

You are expected to follow common courtesy in all communication to include email, discussion forums, and other interactions with peers and instructors. All electronic communications should reflect professionalism and respect. The instructor will typically respond to email within 48 hours or less if sent Monday through Friday.

### Contributions

You are a valuable contributor to your section. As such, each student is expected to fully participate in individual assignments and group collaboration. This course includes peer evaluation as a portion of the participation grade.

### Discussion Forum

You are expected to participate in live session discussions. You may also be asked to respond to your fellow students' comments on the course wall or in other areas. 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. For [general guidelines on discussion forum participation](#).

### Feedback

All graded assignments will receive written feedback that aligns with the assessment rubric. 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 other areas.

### Grading

Assignments 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

MPH@UNC faculty and students span multiple time zones. This can make placing and receiving telephone calls challenging. Students are encouraged to log in during Office Hours to interact with their instructors in real-time. Email communication is preferred for other, time-sensitive questions.

### Appropriate Use of Course Resources

Please read the [Appropriate Use of Course Resources](#).

## Equal Opportunity and Compliance – Accommodations

Please read the [Equal Opportunity and Compliance – Accommodations](#).

## Policy on Non-Discrimination

Please read the [Policy on Non-Discrimination](#).

### **Title IX and Related Resources**

Please read the [Title IX and Related Resources](#).

### **Counseling and Psychological Services (CAPS) at UNC Chapel Hill**

Please read the [Counseling and Psychological Services \(CAPS\) at UNC Chapel Hill](#).

### **Student Feedback and Equity Concerns**

Please read the [Student Feedback and Equity Concerns](#).

### **Syllabus Changes**

The instructor reserves the right to make changes to the syllabus including project due dates and test dates. These changes will be announced as early as possible.

**Appendix A: Assignment Descriptions and Rubrics (Optional--delete this page if not using; assignment descriptions & rubrics should be added in the assignments/assessments in Canvas.)**

**Assignment Descriptions**

MPH@UNC students receive all their assignment directions from this page in the syllabus. Please provide specific directions for number of words, submission format, etc.

**1. Assignment: Course Discussions (10%)**

Description.

**2. Assignment: Journal Article Critique (15%)**

Description.

**3. Assignment: Group Project (25%)**

Description.

**4. Assignment: Presentation (25%)**

Description.

**5. Assessment: Final Exam (25%)**

Description.

**Rubric(s)**