

**PHC 6934**: **Course Title**

Semester Year

CRN | Section # | Credit Hours

Department

COURSE SYLLABUS

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| --- | --- | --- | --- |
| Course Description | *Use the official description in the USF Course Inventory, at:* [*http://ugs.usf.edu/course-inventory/*](http://ugs.usf.edu/course-inventory/) | | |
| Pre-requisites | Enter | Course Website | <http://my.usf.edu> (Canvas) |
| Co-requisites | Enter | Delivery Method | choose delivery method |

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| --- | --- | --- |
| Instructor Information | Name | Office location: Office location |
| Email address | Office hours: Office hours |
| Phone | Preferred method of contact: choose preferred method of contact |
| Reply Policy: Reply Policy | |

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| Teaching Assistant Information  *(Delete section if course does not have a TA)* | Name | Office location: Office location |
| Email address | Office hours: Office hours |
| Phone | Preferred method of contact: choose preferred method of contact |
| Reply Policy: Reply Policy | |

# Course Requirements

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| Required Materials | *Enter full text citations of all required materials (including ISBN)*  HSC Bookstore <http://usfhsc.bncollege.com/>. |
| Recommended Materials | *Enter full text citations of any supplementary materials* |

# Technology Information

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| Technology Requirements | Students in all online public health courses are expected to meet the basic technology requirements to successfully participate in their courses. Failure to meet these requirements may cause problems accessing the course materials.  **It is the student's responsibility to ensure all requirements are met prior to the start of the semester.** <http://health.usf.edu/publichealth/eta/students_tech_requirements.htm>  **Pre-requisite technology skills:** Describe any technology skills required before taking this course here.  **Special Technology Requirements for this course (if applicable):** Provide link and description of additional requirements here.  **Collaborate Computer Requirements (if applicable):** Collaborate: <http://eta.health.usf.edu/technology/Collaborate/Collaborate_Instructions.pdf>  Collaborate Ultra: <http://eta.health.usf.edu/technology/Collaborate/CollaborateUltra_Instructions.pdf> |
| Technical Assistance | Use the **Tech Assistance** button on the course website. The Tech Assistance button links to the Technical Support page of the Office of Educational Technology & Assessment website at: <http://health.usf.edu/publichealth/eta/techsupport.html> Select from any of the available options. Students will receive a reply WITHIN 24 hours via phone or email based on student preference.  **During Exams & Collaborate Sessions:** Technical assistance for exams and Collaborate sessions are supported by ETA. The phone number will be posted on the course website.  *(Otherwise indicate who to contact, method and expected reply time)*. |

# Course Schedule

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| --- | --- | --- | --- |
| Lesson [release date] | Topic | Assignment | Due Date |
| Lesson 1 |  |  |  |
| Lesson 2 |  |  |  |
| Lesson 3 |  |  |  |
| Lesson 4 |  |  |  |
| Lesson 5 |  |  |  |
| Lesson 6 |  |  |  |
| Lesson 7 |  |  |  |
| Lesson 8 |  |  |  |
| Lesson 9 |  |  |  |
| Lesson 10 |  |  |  |
| Lesson 11 |  |  |  |
| Lesson 12 |  |  |  |
| Lesson 13 |  |  |  |
| Lesson 14 |  |  |  |
| Lesson 15 |  |  |  |
| Lesson 16 |  |  |  |

**Grading Policies and Procedures**

## Grading Scale

*Insert grading scale (with plus/minus scaling, if applicable) here. We have provided templates for your grading scale, including one for plus/minus grading, and the general grading scale. Feel free to use either one of these, adjusted for your own grading scale, if different:*

|  |  |
| --- | --- |
| Letter Grade | Percentage (%) |
| A | 90 - 100 |
| B | 80 - 89 |
| C | 70 - 79 |
| D | 60 - 69 |
| F | 0 - 59 |

|  |  |  |  |
| --- | --- | --- | --- |
| Letter Grade | Percentage (%) | Letter Grade | Percentage (%) |
| A | 94 - 100 | **C** | 74 - 76 |
| A- | 90 - 93 | **C-** | 70 - 73 |
| B+ | 87 - 89 | **D+** | 67 - 69 |
| B | 84 - 86 | **D** | 64 - 66 |
| B- | 80 -83 | **D-** | 60 - 63 |
| C+ | 77 - 79 | **F** | 0 - 59 |

## Grading Criteria

*Provide a listing of assessments and their weighting in the semester total. In addition to (or even in lieu of) tests, consider exploring “authentic” assessments, which are based as closely as possible to real world experiences.*

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| Assessment | Percent of Final Grade |
| *Assignment 1* | *20%* |
| *Midterm* | *15%* |
| *Group Project* | *15%* |
| *Assignment 2* | *30%* |
| *Final Exam* | *20%* |
| Total | 100% |

## Grading Policies

*Explain how students will learn of their grades from assignments, exams, etc. and offer specifics about your policy on late work.*

*OPTIONAL: Offer specifics about your policy on extra credit, re-submissions, or group work.*

*NOTE: All final exams are to be scheduled in accordance with the University’s final examination policy.*

# Course Competencies and Objectives

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| **Alignment Matrix** |

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| --- | --- | --- | --- | --- | --- |
| **Concentration Competencies (CC): *[Concentration Title]*** |  | **Course Objectives: *[Course ID and TITLE]*** | **Meets CC** | **Assessments\*** | **Session #** |
| A. |  | 1. |  |  |  |
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\* **Assessment Types:** Quiz, Web quest, Journal/Blog, Discussion Board, Written Assignment, Exam (including essays), Poster, Individual Project, Group Project, Group Presentation, Case Study, Research Paper, Demonstration/Simulation and Other

**Additional Course Information**

## Reference List

## Other Information

**Course Policies**

## Online Attendance and Participation

*Include expectations for accessing course sites, dates and times and other requirements. Note if graded or ungraded and expectations about quantity and quality of participation.*

See ‘Institutional Policies and Resources’ for Emergency Preparedness for Academic Continuity.

## Instructor Expectations

*Include philosophy of teaching, expectations for this course, your availability during the course, methods and format for feedback to students.*

**Institutional Policies**

## Academic Integrity of Students

Academic integrity is the foundation of the University of South Florida System’s commitment to the academic honesty and personal integrity of its university community. Academic integrity is grounded in certain fundamental values, which include honesty, respect, and fairness. Broadly defined, academic honesty is the completion of all academic endeavors and claims of scholarly knowledge as representative of one’s own efforts. The final decision on an academic integrity violation and related academic sanction at any USF System institution shall affect and be applied to the academic status of the student throughout the USF System, unless otherwise determined by the independently accredited institution.

## Disruption to Academic Process

Disruptive students in the academic setting hinder the educational process. Disruption of the academic process is defined as the act, words, or general conduct of a student in a classroom or other academic environment which in the reasonable estimation of the instructor: (a) directs attention away from the academic matters at hand, such as noisy distractions, persistent, disrespectful or abusive interruption of lecture, exam, academic discussion, or general University operations, or (b) presents a danger to the health, safety, or well-being of self or other persons.

## Student Academic Grievance Procedures

The purpose of these procedures is to provide all undergraduate and graduate students taking courses within the University of South Florida System an opportunity for objective review of facts and events pertinent to the cause of the academic grievance. An “academic grievance” is a claim that a specific academic decision or action that affects that student’s academic record or status has violated published policies and procedures, or has been applied to the grievant in a manner different from that used for other students.

## Disability Access

Students with disabilities are responsible for registering with [Students with Disabilities Services](http://www.usf.edu/sds) (SDS) in order to receive academic accommodations. SDS encourages students to notify instructors of accommodation needs at least 5 business days prior to needing the accommodation. A letter from SDS must accompany this request.

## Sexual Misconduct/Sexual Harassment Reporting

USF is committed to providing an environment free from sex discrimination, including sexual harassment and sexual violence ([USF System Policy 0-004](http://regulationspolicies.usf.edu/policies-and-procedures/pdfs/policy-0-004.pdf)). The USF Center for Victim Advocacy and Violence Prevention is a confidential resource where you can talk about incidents of sexual harassment and gender-based crimes including sexual assault, stalking, and domestic/relationship violence. This confidential resource can help you without having to report your situation to either the Office of Student Rights and Responsibilities (OSSR) or the Office of Diversity, Inclusion, and Equal Opportunity (DIEO), unless you request that they make a report. Please be aware that in compliance with Title IX and under the USF System Policy, educators must report incidents of sexual harassment and gender-based crimes including sexual assault, stalking, and domestic/relationship violence. If you disclose any of these situations in class, in papers, or to me personally, I am required to report it to OSSR or DIEO for investigation. Contact the USF Center for Victim Advocacy and Violence Prevention: (813) 974-5757.

# Other Institutional Policies and Resources

Download other Institutional Policies and Resources at: <https://tinyurl.com/ya32b32x>

*Please note: The information in this syllabus is subject to change, as needed, by the instructor. You will be notified of any changes via an announcement on the course site or e-mail. It is your responsibility to keep up with any changes.*