Note: instructions are in blue font. All required sections are highlighted in yellow.



Official Title Course Number and Section

Course Meeting Day(s) and Time(s)

Class Location  
Credit Hours\_\_\_\_\_\_\_\_\_\_\_

Term/Academic Year

**Logistics/Contact Information (required)**

* Course Director / Primary Instructor: Telephone number/email address/office location and office hours
* Co-Instructor(s) (if applicable): Telephone number/email address/office location and office hours
* Teaching Assistant (if applicable): Telephone number/email address/office location and office hours

**Course Rationale (required)**Explain why the course is being offered, why it is relevant, how it fits within the curriculum/program

**Course Description (required)**

The description of the course from the University’s course catalog must be included. To locate: view the description in PeopleSoft ([www.publichealth.pitt.edu/home/academics/courses/course-descriptions](http://www.publichealth.pitt.edu/home/academics/courses/course-descriptions)) or contact your department’s student services coordinator(s).   
  
Instructors are also encouraged to include a more in-depth description of the course in addition to the official course description.

**BSPH Competencies (required)**

List the CEPH BSPH competencies that this course has primary and/or secondary responsibility for. You should adapt the tables as needed.

Pitt Public Health is accredited by [the Council on Education in Public Health (CEPH)](https://ceph.org/) as a school authorized to offer the Bachelor of Public Health (BSPH) degree. Part of that accreditation requires us to provide instruction in a variety of [core public health competencies](https://media.ceph.org/wp_assets/2016.Criteria.pdf) to all our students. CEPH has identified a variety of competencies, which it expects all BSPH graduates to demonstrate.

This course most directly addresses and assesses CEPH competency/competencies:

|  |  |
| --- | --- |
| **Competency** | **Assessment** |
| <Insert # of competency and CEPH description.> |  |

This course partially CEPH competency/competencies:

|  |
| --- |
| **Competency** |
| <Insert # of competency and CEPH description.> |

**Learning Objectives (required)**

Provide specific statements of the primary teaching (or learning) objectives for the course (usually 3 to 8). These statements must be expressed in terms of **measurable, behavioral outcomes**. The pedagogical standard to writing and creating effectively measurable objectives is using active verbs from Bloom’s Taxonomy. For instance, “understand a concept” is not measurable, but “apply this concept to do X” is. [Learn more](https://cft.vanderbilt.edu/guides-sub-pages/blooms-taxonomy/). Instructional designers from the [University Center for Teaching and Learning](https://teaching.pitt.edu) are also available to assist with creating objectives.   
  
**Teaching Philosophy (optional)**

Feel free to insert your teaching philosophy statement here or write one for the first time. Some things to consider including here would be answers to the following questions:   
- What is your teaching philosophy?   
- What is it important that your students know on day one about your teaching style?  
- What’s important to you about being a teacher?  
- What should be important to the students?

**Required Resources: Textbooks/Articles/Readings (required)**

List the required texts, including bound Customized Course Materials (course packs); whether texts have been ordered through the University Store on Fifth; and any other materials to be purchased, distributed in class, put on reserve by the instructor and/or are available online in CourseWeb or other sites.

**Supplemental Readings/Bibliography (optional)**

If relevant to the course content and instructional methods, provide a listing of supplementary bibliographic and other references. This might include University library and Internet-based resources.

**Canvas Instructions (if applicable)**

Include information on the class’ Canvas site. Optional but encouraged: include the instructor’s expectations for student participation online.

**Required or Recommended Software (if applicable)**

List any required or recommended software programs that are necessary for students to complete assignments or other projects in the course. Be sure to mention whether the software is available for discounted purchase from the University’s Software Licensing Service (details and list of software at: <http://technology.pitt.edu/software/for-students-software.html>).

**Required or Recommended Equipment (if applicable)**  
List any required or recommended equipment necessary for students to complete assignments of other projects.

**Class Expectations/ Behavior and Ground Rules (required)**

Detail your expectations of your students while in the classroom about cell phone and laptop usage, class attendance, and class attendance and participation. Also, insert here any policy (against or stipulations) for students recording your lectures or if you plan to record your lectures.

**Grading Scale (required)**

Indicate the scale or other logic to be applied in grading, for example:

90-100% A

80-89% B

70-79% C

60-69% D

< 60% F

**Student Performance Evaluation (Assessments and Weights) (required)**

Identify the assessments to be used in the evaluation of student performance and their approximate weights, (for example: final exam 50%; homework problems 30%; and article review 20%). Although these may be changed with due notice and justification, this information is imperative for shaping the student’s expectations and priorities for her/his investment in the course.

**Assignments and Descriptions (required)**

If the complexity of a student assignment(s) warrants detailed explanation, including due dates, it is best to address this in the syllabus as well as in written or oral instructions accompanying the assignment.

**Schedule of Sessions and Assignments (required)**

Provide a schedule of dates for each class sessions with:  
- topic/focus of the session,  
- learning objective of the session, (optional)  
- assignments of readings and homework, (optional) and   
- critical deadlines of projects/ papers, exams dates, holiday breaks (if any) and other key events.   
If guest speakers are to be used, it is desirable to indicate this for the sessions affected. When including guest speakers on your syllabus, it’s always a good idea to identify their position and/or institution.

**Assignment Submission / Late Work Policy (required)**

Include assignment submission/late work policy.

**Accommodation for Students with Disabilities** **(required)**

The language below in italics is from the University’s [Office of Disability Resource and Services](http://www.drs.pitt.edu/) and must include at minimum the text below. The policy is to accommodate the needs of students with disabilities.

*“If you have a disability for which you are or may be requesting an accommodation, you are encouraged to contact both your instructor and Disability Resources and Services, 140 William Pitt Union, 412-648-7890 as early as possible in the term.”*

**Academic Integrity Statement (required)**

A statement detailing the school’s academic integrity policy (below) is required. The italicized text must be included verbatim on all syllabi. Instructors can also include a personal academic policy after the school’s statement.  
  
*All students are expected to adhere to the school’s standards of academic honesty. Cheating/plagiarism will not be tolerated.  Pitt Public Health’s policy on academic integrity, which is based on the University policy, is available online in the Pitt Public Health Academic Handbook*[*www.publichealth.pitt.edu/home/academics/academic-requirements*](https://na01.safelinks.protection.outlook.com/?url=http%3A%2F%2Fwww.publichealth.pitt.edu%2Fhome%2Facademics%2Facademic-requirements&data=01%7C01%7CRobin.Leaf%40pitt.edu%7Cd2b682f8df1344a1488b08d5f7078713%7C9ef9f489e0a04eeb87cc3a526112fd0d%7C1&sdata=6ufA2nSlUetTPqxC3zE70WlE7mLMvNKznCNB7nQHwj0%3D&reserved=0)*. The policy includes obligations for faculty and students, procedures for adjudicating violations, and other critical information. Please take the time to read this policy.*

**Sexual Misconduct, Required Reporting and Title IX Statement (required)**

A statement detailing the university’s Sexual Misconduct, Required Reporting, and Title IX statement (below) is required. The italicized text must be included verbatim on all syllabi.

*Sexual Misconduct, Required Reporting, and Title IX*

*The University is committed to combatting sexual misconduct. As a result, you should know that*

*University faculty and staff members are required to report any instances of sexual misconduct,*

*including harassment and sexual violence, to the University’s Title IX office so that the victim may be provided appropriate resources and support options. What this means is that as your professor, I am required to report any incidents of sexual misconduct that are directly reported to me, or of which I am somehow made aware.*

*There are two important exceptions to this requirement about which you should be aware:*

*A list of the designated University employees who, as counselors and medical professionals, do not have this reporting responsibility and can maintain confidentiality, can be found*

*here:* [*https://www.diversity.pitt.edu/civil-rights-title-ix-compliance/make-report/confidentiality-and-retaliation*](https://www.diversity.pitt.edu/civil-rights-title-ix-compliance/make-report/confidentiality-and-retaliation)

*An important exception to the reporting requirement exists for academic work. Disclosures about*

*sexual misconduct that are shared as part of an academic project, classroom discussion, or course assignment, are not required to be disclosed to the University’s Title IX office.*

*If you are the victim of sexual misconduct, Pitt encourages you to reach out to these resources:*

*• Title IX Office: 412-648-7860*

*• SHARE @ the University Counseling Center: 412-648-7930 (8:30 A.M. TO 5 P.M. M-F) and*

*412-648-7856 (AFTER BUSINESS HOURS)*

*If you have a safety concern, please contact the University of Pittsburgh Police, 412-624-2121.*

*Other reporting information is available here:* *<https://www.diversity.pitt.edu/civil-rights-title-ixcompliance/make-report>*

*Statement from the Department of Gender, Sexuality, and Women's Studies*

*[This statement was developed by Katie Pope,* *Associate Vice Chancellor for Civil Rights and Title IX, in conjunction with GSWS instructors.]*

**Diversity Statement (required)**A statement on overall diversity and respect for classroom behavior are listed below and are also available on the [EPCC Forms and Resources page](http://www.publichealth.pitt.edu/home/about/governance/educational-policies-and-curriculum-committee/epcc-forms) on the school’s Web site. The italicized text must be included verbatim on all syllabi.

*The University of Pittsburgh Graduate School of Public Health considers the diversity of its*

*students, faculty, and staff to be a strength and critical to its educational mission. Pitt Public*

*Health is committed to creating and fostering inclusive learning environments that value human*

*dignity and equity and promote social justice. Every member of our community is expected to be*

*respectful of the individual perspectives, experiences, behaviors, worldviews, and backgrounds*

*of others. While intellectual disagreement may be constructive, no derogatory statements, or*

*demeaning or discriminatory behavior will be permitted.*

*If you feel uncomfortable or would like to discuss a situation, please contact any of the following:*

*• the course director or course instructor;*

*• the* [*Pitt Public Health Associate Dean responsible for diversity and inclusion*](https://publichealth.pitt.edu/home/about/leadership)*;*

*• the University’s Office of Diversity and Inclusion at 412-648-7860 or*

[*https://www.diversity.pitt.edu/civil-rights-title-ix-compliance/make-report/report-form*](https://www.diversity.pitt.edu/civil-rights-title-ix-compliance/make-report/report-form) *(anonymous reporting form)*

**Copyright Notice (if applicable)**

The statement below in italics is the suggested language about copyright material from the University Center for Teaching and Learning.

*Course material may be protected by copyright. United States copyright law, 14 USC section 101, et sec., in addition to University policy and procedures, prohibit unauthorized duplication or retransmission of course materials. See* [*Library of Congress Copyright Office*](http://www.copyright.gov/) *and the* [*University Copyright Policy*](http://www.cfo.pitt.edu/policies/policy/10/10-04-01.html)*.*

**Health Sciences Library and Pitt Public Health Librarian (if applicable)**

If the course is research intensive, it is strongly recommended to include the information for the Health Sciences Library ([www.hsls.pitt.edu](http://www.hsls.pitt.edu)) and a statement about your expectation or recommendation for students to utilize the services and facility.

**University Writing Center (if applicable)**

If the course is writing intensive, it is recommended to include the information for the writing center on campus ([www.writingcenter.pitt.edu/](http://www.writingcenter.pitt.edu/)) and a statement about your expectation or recommendation for students to utilize the services.

**Statement on Classroom Recording (if applicable)**

The statement below in italics is the suggested language about classroom recordings from the University Center for Teaching and Learning.

*To ensure the free and open discussion of ideas, students may not record classroom lectures, discussion and/or activities without the advance written permission of the instructor, and any such recording properly approved in advance can be used solely for the student’s own private use.*

**Gender Inclusive Language Statement (if applicable)**

The statement below in italics is the suggested language about gender inclusive language from the University of Pittsburgh’s [Gender, Sexuality, and Women’s Studies Program](https://www.gsws.pitt.edu/faculty/gender-inclusivenon-sexist-language-syllabi-statement).

*Language is gender-inclusive and non-sexist when we use words that affirm and respect how people describe, express, and experience their gender. Just as sexist language excludes women’s experiences, non-gender-inclusive language excludes the experiences of individuals whose identities may not fit the gender binary, and/or who may not identify with the sex they were assigned at birth. Identities including trans, intersex, and genderqueer reflect personal descriptions, expressions, and experiences. Gender-inclusive/non-sexist language acknowledges people of any gender (for example, first year student versus freshman, chair versus chairman, humankind versus mankind, etc.). It also affirms non-binary gender identifications, and recognizes the difference between biological sex and gender expression. Students, faculty, and staff may share their preferred pronouns and names, and these gender identities and gender expressions should be honored.*

**Content Warning and Class Climate Statement (if applicable)**

The statement below in italics is the suggested language about content warning and class climate from the University of Pittsburgh’s [Gender, Sexuality, and Women’s Studies Program](https://www.gsws.pitt.edu/faculty/gender-inclusivenon-sexist-language-syllabi-statement).

*Our course readings and classroom discussions will often focus on mature, difficult, and potentially challenging topics. Readings and discussions might trigger strong feelings—anger, discomfort, anxiety, confusion, excitement, humor, and even boredom. Some of us will have emotional responses to the readings; some of us will have emotional responses to our peers’ understanding of the readings; all of us should feel responsible for creating a space that is both intellectually rigorous and respectful. Above all, be respectful (even when you strongly disagree) and be mindful of the ways that our identities position us in the classroom.*

*I expect everyone to come to class prepared to discuss the readings in a mature and respectful way. If you are struggling with the course materials, here are some tips: read the syllabus so that you are prepared in advance. You can approach your instructor ahead of time if you’d like more information about a topic or reading. If you think a particular reading or topic might be especially challenging or unsettling, you can arrive to class early and take a seat by the door so that you can easily exit the classroom as needed. If you need to leave or miss class, you are still responsible for the work you miss. If you are struggling to keep up with the work because of the course content, you should speak with me and/or seek help from the counseling center.*

**Statement on Scholarly Discourse (optional)**

The statement below in italics is an example of language about scholarly discourse expectations for classes taken from a California State University course: *Race, Racism and Critical Thinking.*

*In this course we will be discussing very complex issues of which all of us have strong feelings and, in most cases, unfounded attitudes. It is essential that we approach this endeavor with our minds open to evidence that may conflict with our presuppositions. Moreover, it is vital that we treat each other’s opinions and comments with courtesy even when they diverge and conflict with our own. We must avoid personal attacks and the use of ad hominem arguments to invalidate each other’s positions. Instead, we must develop a culture of civil argumentation, wherein all positions have the right to be defended and argued against in intellectually reasoned ways. It is this standard that everyone must accept in order to stay in this class; a standard that applies to all inquiry in the university, but whose observance is especially important in a course whose subject matter is so emotionally charged.*

**Take Care of Yourself (optional)**

*Do your best to maintain a healthy lifestyle this semester by eating well, exercising, avoiding drugs and alcohol, getting enough sleep, and taking time to relax. Despite what you might hear, using your time to take care of yourself will actually help you achieve your academic goals more than spending too much time studying. All of us benefit from support and guidance during times of struggle. There are many helpful resources available at Pitt. An important part of the college experience is learning how to ask for help. Take the time to learn about all that’s available and*

*take advantage of it. Ask for support sooner rather than later – this always helps. If you or anyone you know experiences any academic stress, difficult life events, or difficult feelings like anxiety or depression, we strongly encourage you to seek support. Consider reaching out to a friend, faculty or family member you trust for assistance connecting to the support that can help.*

*The University Counseling Center is here for you: call 412-648-7930 and visit their website.*

*If you or someone you know is feeling suicidal, call someone immediately, day or night:*

*University Counseling Center (UCC): 412 648-7930*

*University Counseling Center Mental Health Crisis Response: 412-648-7930 x1*

*Resolve Crisis Network: 888-796-8226 (888-7-YOU-CAN)*

*If the situation is life threatening, call the Police:*

*On-campus: Pitt Police: 412-624 -2121*

*Off-campus: 911*

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Sources: Center for Instructional Design and Distance Education (CIDDE) [current center name: University Center for Teaching and Learning], Syllabus Template and Syllabus Checklist, Office of Disability Resources and Services, and EPCC syllabus checklist.