Note: instructions are in blue font.

Graduate School of Public Health

Department of \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Course Number and Official Title

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
* Departmental staff/ student services coordinator(s) (optional): Telephone number/email address/office location and office hours

**Course Description (required)**

The description of the course from the University’s course catalog must be included. To locate: view the description in PeopleSoft or the Pitt Public Health Course Descriptions ([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.

**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 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.

**CourseWeb/BlackBoard Instruction (if applicable)**

Include information on the class’ CourseWeb (Blackboard) site. If another online system for instructional support is being utilized include the necessary information for student access. Optional: 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 (optional)**

Detail your expectations of your students while in the classroom about cell phone and laptop usage, class attendance, and classroom participation. Also, insert here if you have a 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 useful in shaping the student’s expectations and priorities for her/his investment in the course.

**Assignments and Descriptions (optional)**

If the complexity of a student assignment(s) warrants detailed explanation, 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

**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.  The Graduate School of 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 school’s academic integrity policy (below) is required. The italicized text must be included verbatim on all syllabi.

*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:* [*www.titleix.pitt.edu/report/confidentiality*](http://www.titleix.pitt.edu/report/confidentiality)

*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:* [*www.titleix.pitt.edu/report-0*](http://www.titleix.pitt.edu/report-0)

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

*[This statement was developed by Katie Pope, Title IX Coordinator, in conjunction with GSWS instructors.]*

**Diversity Statement (optional)**Three options of 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. Faculty are also encouraged to include one of these statements and include their own statement after, if appropriate.   
Option 1: The University of Pittsburgh Graduate School of Public Health supports learning environments that are inclusive and respectful of all individuals. Every member of our community is expected to be respectful of the individual perspectives, experiences, behaviors, worldviews, and backgrounds of others.

Option 2: In this course, students, faculty and guests represent a diversity of individual perspectives, backgrounds, and experiences, which enriches our classes. We urge all to be respectful of others. While intellectual disagreement may be constructive, no harsh statements, or demeaning or discriminatory behavior will be permitted. If you feel uncomfortable, please feel free to approach me to discuss the situation.

Option 3: This course covers multi-dimensional academic topics. You are expected to share your views and be respectful of others’ opinions. This will ensure a learning environment that values diverse experiences and expertise, which will facilitate Pitt Public Health's collaborative approach to solving problems.

**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 the school’s dedicated librarian (Barb Folb - [www.hsls.pitt.edu/about/staff/profile?name=folb](http://www.hsls.pitt.edu/about/staff/profile?name=folb)) 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.

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Sources: Center for Instructional Deign 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.