UTHSC Syllabus Descriptive Template

How to use this document

The descriptive syllabus template provides recommended components to include in your course syllabus. This syllabus is not required by UTHSC, nor does it replace your college’s or program’s required syllabus. However, it is intended as an example of best practices.

Be sure to check with your college or program regarding syllabus requirements.

Each section includes a brief description of the component’s content and examples, which should be deleted as you enter your course specific information.

Add, change, or delete components of the syllabus to fit your needs.

Course # and Title

Term/Year

Department Name and College

Campus Location

UTHSC

GENERAL COURSE INFORMATION

Course Instructor/Director:

Email: (Consider including please allow 24 hours for a response)

Phone:

Office Address:

Office Hours (online, F2F, or both): (Consider including I am happy to schedule an appointment if these times don’t work for you; just ask!)

Course Days/Time:

Course Location (include link to campus map):

Course Format (F2F, online, hybrid):

Additional Instructors: (name, office address, contact info)

COURSE DESCRIPTION

Provide a description of the course. This should mimic what is included in the most recent UTHSC course catalog/bulletin. However, it may include additional details/information including course overview, overall purpose/goal of course, course value, how this course fits into overall curriculum, credit hours, prerequisites etc.

Example 1:

This course involves the clinical application of didactic material and leads to clinical experiences and competency in the management of the periodontal patient, including diagnosis of periodontal diseases and conditions, role of local and systemic factors in the etiology of the periodontal diseases, treatment planning, periodontal prognosis, non-surgical treatment of gingivitis and periodontitis, interdisciplinary management of the periodontal patient, case disposition and referral to a specialist when needed, as well as the role of oral health in systemic health and the associations between chronic periodontal infections and systemic diseases. A detailed periodontal examination for each patient is accomplished with the appropriate treatment protocol being developed and supervised by periodontal faculty. By completing treatment of several cases of variable periodontal disease severity and interdisciplinary complexity under the supervision of periodontal faculty, the student gains experience and competency in independently treating a variety of periodontal conditions.

Prerequisites: PERI 101, PERI 203, PERI 302A and PERI 302B

Credit Hours: 3 hours

Example 2:

This course will be hybrid in design and will involve some online, didactic, and team-based learning experiences. It examines the application of genetic data to individualize pharmacotherapy. Students will analyze and identify the impact of individual, primarily genetic variations on key drug metabolizing enzymes, drug transporters, and receptor drug targets. Student teams will explore and develop general paradigms to apply to disease-specific contexts. Integrated throughout the course will be the critical reflection of ethical and legal implications stemming from the availability of individual genetic information.

Prerequisites: PHCY 8999 Pharmacogentics and Pharmacogenomics

CHEM 8311 Advanced Organic Chemistry

Credit Hours: 4 hours

STUDENT LEARNING OUTCOMES/OBJECTIVES (SLOs)

At the end of this course you will be able to:

* What are the most important things a student should know, be able to do, or value after completing this course?
* Include 4-6 learning outcomes/objectives (SLOs) that clearly describe what the students should know or be able to do by the end of the course, not what the teacher will do.

SLOs should:

* Be SMART, i.e. specific, measurable, attainable, realistic, and timely.
* Utilize measurable action verbs to delineate student performance, [Bloom’s Taxonomy](https://tips.uark.edu/using-blooms-taxonomy/).
* Encourage higher order thinking skills, Bloom’s Taxonomy.
* Be framed as “On completion of this course, the students will be able to…” or “As a result of participating in (course name), you (students) will be able to (action verb) (learning statement)”.
* Be linked to accrediting organization’s standards and/or competencies.
* Be aligned with assessment and instructional strategies.

Example 1:

At the end of this course you will/should be able to:

1. Assess patients for periodontal treatment using medical and dental history information, clinical parameters, the radiographic findings (assessed by case presentations 1 and 2)
2. Based on patient assessment, develop periodontal diagnosis, differential diagnosis, periodontal prognosis, and treatment planning options (assessed by Daily clinical grade and evaluation competency)
3. Implement treatment plans for periodontal patients based on medical and dental history, radiographic findings, clinical parameters, and patient assessment (assessed by daily clinical grade
4. Practice the basic clinical skills in infection control, examination of the periodontal patient, radiographic interpretation, periodontal treatment planning, periodontal instrumentation, and periodontal evaluation (assessed by daily clinical grade and case presentations 1 and 2)
5. Describe the primary and secondary etiology of the periodontal diseases, the pathogenesis and evolution of periodontal diseases (with focus on reversible gingivitis and irreversible periodontitis), and the role of the local and systemic risk factors the treatment of periodontal patients (assessed by case presentations 1 and2 and health promotions competency)

Example 2:

On completion of this course, the students will be able to:

1. Research, examine, and compare nutritional cause-effect relationships on nutritional choices, long-term health, and sustainability (US NCBI Standards 3.1, 3.3 and 4.5; Assessed by 8-week nutrition plan, daily blog, nutrition data analysis, and portfolio)
2. Synthesize key factors to describe and rank the appropriateness of current nutritional guidelines and programs (US NCBI Standards 3.1 and 5.2; Assessed by 8-week nutrition plan, daily blog, nutrition data analysis, and portfolio)
3. Identify local-to-global connections of foods in your nutritional plan by tracking foods from source to late (US NCBI Standards 2.3, 4.1, and 4.5; Assessed by nutrition data analysis and portfolio)
4. Collaborate with peers to investigate case studies and the on-going effect of nutrition on the physical, emotional, cognitive, and cultural aspects of life (US NCBI Standards 1.3 and 4.2; Assessed by nutrition data analysis, case studies, and portfolio)
5. Develop a theoretical perspective on an appropriate nutritional lifestyle for health and sustainability 9 US NCBI Standards 1.3 and 1.4; Assessed by daily blog, nutrition data analysis, case studies, and portfolio)

TIPS TO BE SUCCESSFUL IN THIS COURSE

Provide a description of how students can succeed in this course:

* estimated amount of time to spend on preparation and assignments
* participation in course discussion
* use of supplemental teaching materials
* asking for help
* List of student and teacher responsibilities

Example 1:

Student’s Responsibilities

* Be prepared for all courses
* Be respectful of others
* Actively contribute to the learning activities in course
* Abide by the UT Honor Code

Instructor Responsibilities

* Be prepared for all courses
* Evaluate all fairly and equally
* Be respectful of all students
* Create and facilitate meaningful learning activities
* Behave according to University codes of conduct

Example 2:

1. Participate. Discussions and group work are a critical part of the course. You can learn a great deal from discussing ideas and perspectives with your peers and professor. Participation can also help you articulate your thoughts and develop critical thinking skills.
2. Manage your time. Make time for your learning and participation in discussions each week. Give yourself plenty of time to complete assignments including extra time to handle any technology related problems.
3. Do not fall behind. This course moves at a quick pace and each week builds on the previous. It will be hard to keep up with the course content if you fall behind in the pre-work or post-work.
4. Ask for help if needed. If you need help with Blackboard or other technology, contact IT Support. If you are struggling with a course concept, reach out to me, and your classmates, for support.

Example 3:

1. Thoroughly read the syllabus, course schedule and assessment guides/rubrics.
2. Seek clarifications as soon as possible.
3. Participate thoughtfully and constructively in class, online, and group discussions/projects.
4. Meet all assignment expectations and complete/submit them electronically by stated deadline.
5. Collaborate positively and fairly with teammates to successfully complete assignment requirements.
6. Bring appropriate electronic devices and resources to class to efficiently and effectively participate in class activities.

COURSE MATERIALS OR TEXTBOOKS, MATERIALS, AND RESOURCES

Include a list of anything you require students to use during this course:

* required, optional, and supplemental texts (title, author, publisher, edition)
* required materials, e.g. lab equipment, supplies, software, technology, etc.
* course resources, e.g. tech support, electronic resources, library research guides and websites
* Explanation of where to purchase or access these

Example 1:

|  |  |
| --- | --- |
| **Required Text** | Newman and Carranza’s Clinical Periodontology, 13th edition, Saunders Elsevier (The textbook is available as an electronic resource only, and it is available through the UTHSC library. Click on the link below to use the electronic resource or copy and paste in your browser the following web address: https://libcat.uthsc.edu |
| **Supplemental**  **Resources** | Dentistry Libguide  Journal of Periodontology  [www.perio.org](http://www.perio.org) |
| **Additional Course Resources** | Health Science Library  Student Academic Support Services and Inclusion (SASSI)  IT Support Desk  Teaching and Learning Center |

Example 2:

Required Text

1. Adams, P. & Kumar, P. (2017). *Pharmacogenomics Implementation*. National Institute of Health (Open Access)
2. DiPiro, J., Talbot, R., Yee, G., Matzke, G., Well, B. & Posey, M. (Eds). *Pharmacotherapy: A pathophysiologic approach* (10th ed.). New York, NY: McGraw Hill (ISBN-13: 978-1259587481)

Supplemental Resources

1. UTHSC LibGuides
2. Key websites

ASSIGNMENTS AND ASSESSMENTS OR ASSIGNMENTS/PROJECTS/EXAMS

Provide a list of the assignments, projects, and exams that will be required.

* These may include but are not limited to written assignments, portfolios, quizzes, homework, projects, participation grades, and exams.
* With each assignment include a description, detailed instructions, rubric, deadline, percentage of grade, connection to SLOs.
* Explain how each assignment should be submitted.

Example:

| Assignment | SLOs | Due Date | % of Final Grade |
| --- | --- | --- | --- |
| Evaluation Competency | 1-3 | Sept 23rd | 10% |
| Case Presentation #1 | 1-5 | Oct 22nd | 20% |
| Case Presentation #2 | 1-5 | Nov 29th | 20% |
| Health Promotion Competency | 1-4 | Dec 9th | 10% |
| Clinical Grade | 1-5 | End of Semester | 40% |
| Total |  |  | 100% |

**Evaluation Competency**:

Student must provide periodontal care for **two (2)** D0180s. Both must be completed prior to competency.

Required Patient Type

* Minimum of Generalized Stage II periodontitis

Case Eligibility Criteria—minimum requirements

* Current diagnostic radiographs (based on individual patient needs)

Patient must have at minimum of **twenty (20) teeth** that are treatable and maintainable, at least **four (4)** of which must be periodontally involved with **at least one (1)** of the periodontally involved teeth in contact with an adjacent molar

Submission of patient chart via Axiom.

**Case Presentations #1 and #2**:

Select one Stage II periodontitis case. Using the Bulb e-portfolio platform, upload patient profile, radiographs, periodontal charting, pre/post op photos, and patient case summary and self-assessment. Templates for each are available in Bulb. Submit private share link in Blackboard.

**Health Promotions Competency:**

* Student must see patient with four quadrants of D4341 or D4342, or D4346 MUST be completed

Required Patient Type

* No minimum diagnosis

Case Eligibility Criteria—minimum requirements

* Patient must have current diagnostic radiographs.
* Teeth with clinically detectable supragingival calculus (visible and/or detectable with an ODU11/12 explorer).
* At least four (4) of the six (6) surfaces must be interproximal on teeth with proximal surface contact (<2mm distance)
* At least one (1) lingual surface

Submission of patient chart via Axiom

**Clinical Grade:**

Average of daily grades for completed periodontology clinical procedure codes.

GRADING AND GRADING POLICY

Provide a detailed description of policies and procedures that may impact a student’s grade or performance. Include the following:

Grading Scale

| Letter Grade | Final Percentage |
| --- | --- |
| A |  |
| B |  |
| C |  |
| D |  |
| F |  |

* [UTHSC Honor Code](https://www.uthsc.edu/sace/student-life/honor-code.php)
* Late Work Policy
* Make-up Work
* Appealing a Grade or Request regrading
* Extra Credit

Example:

Grading Scale

| Letter Grade | Final Percentage |
| --- | --- |
| A | 90-100% |
| B | 80-89% |
| C | 70-79% |
| D | 60-69% |
| F | <60% |

* All grades will be posted on the Blackboard Course page. If you have any questions about your grades, please feel free to contact me as soon as possible.
* All assignments must be submitted via Blackboard by 11:59pm of the stated deadline. Work submitted 1 day after the deadline is eligible for 60% of the original point value. Work submitted 2 days after the deadline will not be accepted/eligible for any points.
* Students who have an excused absence are granted one day for every day absent to make-up any assignments or assessments.
* Assignments and assessments are not eligible for extra credit.
* All students must follow the [UTHSC Honor Code](https://www.uthsc.edu/sace/student-life/honor-code.php) and [Copyright Infringement Policies](http://catalog.uthsc.edu/content.php?catoid=20&navoid=1717#Copyright_Infringement,_Peer-to-Peer,_and_File-Sharing).

COURSE SCHEDULE

Provide a course calendar that outlines topics to be covered, reading assignments, assignment due dates, etc. This section helps students to prepare for class sessions in advance and manage time to prepare for assignments/assessments. What will students be asked to do for each class session?

Example 1:

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Week | **Monday**/in class | Between class | **Wed**/in class | Between class |
| Jan 11  13 | -Introduction  -Syllabus and course review  -Share student reflections from previous class  -Overview of course design  -Handout self-report sheet  -Review Blackboard | -Complete pre-course self-reflection sheet  -Explore course website  -Respond to the 3 discussion questions | Concept 1:  The body as a chemical reactor  -cells, chemicals, & compounds  -energy & interactions  -Create & contribute to course wikis  -Create teams of 5-6 | -Develop team wikis  -Complete mini-quiz on course website |
| Jan 18 20 | No Class: Martin Luther King Jr. Observance | -Explore course resources | Concept 1:  The body as a chemical reactor  -cells, chemicals, & compounds  -energy & interactions  -homeostasis  -bioelectricity | -Develop team glossary  -View 2 videos & answer review questions  -Revise & add to team wiki |

Example 2:

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Week | Mode (zoom or F2F) | Topic | Prep for Class | Assignments and Deadlines |
| 1  Aug 24 & 26 | F2F | Introduction to Periodontology |  |  |
| 2  Aug 31 & Sept 2 | F2F | Evidence-based decision making and Critical Thinking | Read Ch.1-2 in Newman and Carranza’s Clinical Periodontology  Review 3 cases for class discussion |  |
| 3  Sept 9  (no class Sept 7) | F2F | Anatomy, Structure, and Function of the Periodontium | Read Ch.3 in Newman and Carranza’s Clinical Periodontology  Watch video about periodontium |  |

**POLICIES AND PROCEDURES**

This section should include list specific University, College, Program, and course policies that impact students’ performance. Your syllabus must include the disability and inclusivity statements. Consider including but not limited to the following policies:

* Academic Services/Resources
  + [SASSI](https://uthsc.edu/sassi/), [Library](https://uthsc.edu/library/), [Teaching and Learning Center](https://www.uthsc.edu/tlc/), and [UT IT Support Desk](https://uthsc.teamdynamix.com/TDClient/2280/Portal/Home/)
* Attendance
  + Check College or departmental policies
  + Procedure for reporting absence
  + Inclement weather or emergencies
  + [Religious observances and accommodations](https://uthsc.policymedical.net/policymed/anonymous/docViewer?stoken=de47aa28-16aa-408b-9c96-cb04f232964f&dtoken=12ac56ed-713b-4db9-9333-f2d435183643)
  + Example Policy: “Please be here, and be engaged when you are here. This class works best when all of us are involved in discussing and learning the material, and it’s more interesting and meaningful for all of us when that occurs. Having said that, I do understand that there are times when something will prevent your attendance: illness, emergencies, university events requiring travel, etc. If an emergency occurs, please contact me as soon as possible and we will discuss any missed assignments. If we keep the lines of communication open, we will be able to better handle ay situations that may arise. Thanks for your help with this” (Gannon, 2018).
* Communication
  + Explain the expectations for communication outside of class time
  + Netiquette
  + Example: If you need to contact me outside of class time, please feel free to email me at xxxxxx@uthsc.edu. Please reach out to me concerning any academic or personal concerns/questions. I will do my best to respond to all emails within 24 hours.
* Disability Statement
  + Any student who feels they may need an accommodation based on the impact of a disability should contact Student Academic Support Services and Inclusion (SASSI) to self-disclose and officially request accommodations. All requests for accommodations must be submitted with supporting documentation and the SASSI Self-Disclosure and Accommodation Request Forms. Although students may register for services at any time, please attempt to make arrangements within the first two weeks of the semester as it does take time to process the request and review documentation. PLEASE NOTE: If a disability is not identified until after a course or clinical experience has begun or been completed, the performance evaluations received up to that point in the course or clinical experience will stand (since disability status had not been previously identified or self-disclosed through the application process for accommodations in SASSI. Information regarding applying for accommodations can be found [***here***](https://uthsc.edu/sassi/inclusion/disability-services.php). For additional information, contact the Disability Coordinator in SASSI [***lbrook15@uthsc.edu***](mailto:lbrook15@uthsc.edu) or 901.448.1452.
* Drop/Withdrawal Dates as per College policy
* Inclusivity Statement (OIED)
  + UTHSC instructors and staff promote diversity of the student body, welcome their ideas and experiences, and embrace the cultures they represent. All members of this course are to treat every student, instructor, staff member and others with respect and dignity. All members will be open and considerate to the thoughts, opinions, comments, and beliefs of all individuals present.
* Technology Use
  + What technology will students be required to use in your course?
  + Example: In this course we will be using Blackboard for all course materials, assignments, discussion boards, and assessments. I will post any important announcements on Blackboard so please check the site often. If you need any help with Blackboard or have any technology issues, you can email me or call the UT IT Support Desk.

This syllabus, like our course should be seen as an evolving experience, and from time-to-time changes might become necessary. As instructor, I reserve the right to modify this syllabus, with the stipulation that any changes will be communicated to the entire class clearly and in writing. (Gannon, 2018))

Acknowledgements: This syllabus template draws ideas from the UTK syllabus, University of Maryland syllabus, Cornell’s Syllabus Guide, and Gannon’s How to create a syllabus: advice guide. This template is not required by UTHSC; it is intended as an example of best practices.