

The title page of the syllabus should be set up in the following manner:

(Course Number)

(Course Title)

(Delivery Method)

Example: Face-to-Face, Online, Interactive Video, Hybrid

Section #

University of Arkansas for Medical Sciences

College of Health Professions

(Department Name)

(Division Name, if applicable)

(Total Semester Credits)

(Contact hours by type: lecture, seminar, lab, clinical, or combination)

(Lead Instructor)

(Office Location)

(Telephone Number)

(E-mail Address)

(Revision Date as month and year)

1.0 General Information

1.1 Catalog Description

Insert the catalog description as it is written in the CHP Catalog for the current year or insert the catalog description to be used if this is a new course. The catalog description must match what was approved through the CHP Curriculum Committee.

Example: "Orientation to preclinical procedures. Emphasis on prevention of disease transmission, examination techniques, medical histories, etiology of plaque, calculus, and dental disease."

1.2 Course Rationale

Provide a brief description of the relevance of this course to the student's course of study in a given discipline. Indicate how the knowledge and/or skills learned in this course will be applied, such as in future courses in the curriculum or in the profession.

Example: "This course is designed to develop introductory skills and knowledge of clinical dental hygiene practice. The student will apply concepts and techniques from this course to Dental Hygiene Preclinic (DHY 2413) and later in clinical dental hygiene courses."

1.3 General Course Objectives

The student is provided with broad, overall objectives for the course.

Example: "Upon completion of this course, the student will be able to:

- *Reduce the risk of disease transmission through the performance of clinical infection control procedures.*
- *Perform an intra/extra-oral examination.*
- *Take a complete medical and dental history and relate findings to treatment needs.*
- *Take relevant vital signs and relate the findings to treatment needs.*
- *Understand and communicate the etiology and pathogenesis for dental diseases."*

2.0 Instructional Methodology

This section provides the student with the instructional strategies to be used during the course.

2.1 General Techniques

This section indicates the general teaching techniques that will be used during the course, as well as a detailed description of the delivery method(s).

Example: "This course will be delivered in a classroom (fact-to-face) setting, as well as online via Blackboard learning management system. Material will be offered in a lecture/discussion format, with demonstration of clinical skills as needed. Active student participation is required, both in the classroom setting and in online assignments, discussions, and other online activities."

Examples of instructional techniques include: demonstration, directed observation, discussion, flipped classroom, dramatization, drill gaming, independent study, lecture, manipulative/tactile modeling/imitation, peer teaching, practice, programmed instruction, project, recitation, seminar, simulation, team teaching, and tutoring.

2.2 Resource-Based Techniques

Indicate the resource-based techniques that will be used during the course. Resource-based techniques are those resources outside the primary instructional strategies which enhance the learning experience and are incorporated into the course.

Example: “This course will incorporate the following resource-based techniques: PowerPoint presentations, simulations, and case studies.”

Examples of resource-based techniques include: clinical experience, computer-assisted instruction, computer-managed instruction, digital recordings, digital images, computer simulation, field experience, field trip, laboratory, mediated self-instruction, simulation, student-oriented learning, online learning, and instructional television.

3.0 Instructional Materials/Supplies

3.1 References-Print Materials

Using a standard bibliographic format for listing texts and publications, indicate all required textbooks and/or special equipment or supplies needed for successful completion of the course. Recommended textbooks and other optional resources are delineated from those required for the course. The following is a suggested phrase to begin this section:

“The following print materials relate to this course. Note that the items marked with an asterisk () are required for use during the course. Example:*

**Wilkins, Esther (2017). Clinical practice of the dental hygienist. 11th ed. Lea & Fibiger, Philadelphia.*

Nield-Gehring, Jill (2018) Fundamentals of periodontal instrumentation. 5th edition, Lippincott Williams & Wilkins, Hagerstown, MD.”

3.2 References-Audiovisual Materials

All audiovisual resources are listed with identification of those required by the student. The following is a suggested phrase to begin this section:

“The following audiovisual materials relate to this course. Note that the items marked with an asterisk () are required for use during the course.”*

OR

Example: “There are no audiovisuals required for purchase by the student for this course. Audiovisuals utilized by the instructor during this course will be announced at the beginning of the class period. Students who would like to view the audiovisual again during non-class time should contact the instructor for the location of the audiovisual and/or to make arrangements for a second viewing.”

3.3 Computer and Software Requirements

Indicate any specific computer requirements needed for participation in the course. This may include, but is not limited to, the following: processor speed, operating system, RAM, Internet connection, browser software, Internet service provider (ISP), monitor resolution, and AV requirements (sound card, speakers, media player, Acrobat reader, etc.) Students must submit electronic assignments using UAMS supported products (Microsoft WORD, PowerPoint and Excel, Adobe, etc.)

Or provide the following statement:

The student must have a computer that has Internet connectivity with a Web browser that is compatible with the current learning management system.

3.4 Technical Assistance

You may also provide notification of the following resource:

The UAMS Academic Affairs Educational and Student Success Center provides assistance with students’ laptops and mobile devices. A Library and ESSC Systems Support Technician is available to assist with various technology issues, from connecting to the wireless network to troubleshooting possible software issues. The specialist is located on the 3rd floor of the Library (ED II 3/110) from Monday through Friday from 7:30 to 4:30 PM. Assistance is also available remotely. You can email him at CDWebb2@uams.edu or book an appointment at <https://outlook.office365.com/owa/calendar/ITSupportCalvinWebb@uams.edu/bookings/>.

4.0 General Evaluation Procedures

This section provides the student with a detailed outline of the evaluation process for both students and instructor.

4.1 Student Evaluation Procedures

This section specifies exactly how the letter grade is derived. Average of all tests? Weighted averages? Cumulative points? Raw scores? How many examinations, projects, quizzes, etc. should the student expect and how many points is each assessment worth? Are all examinations of equal weight? Also, please publish the grading scale for determining letter grades. Please make sure that percentages do not appear in more than one letter grade range.

Example 1: Students will be evaluated by two (2) examinations during the course of the semester and a comprehensive final examination. The final grade will be determined by the percentage of points accumulated during the duration of the course.

Exam #1	100 points
Exam #2	100 points
Final Exam	<u>200 points</u>
	400 points total

Example 2: A weighted average of graded assignments, quizzes, and examinations will determine the course grade.

Two (2) unit examinations	20%
Three (3) assignments	30%
Portfolio	15%
Final examination	<u>35%</u>
	100%

The following grading scale will be utilized:

93 – 100 A, 85 – 92 B, 76 – 84 C, 70 – 75 D, <70 F

4.2 Instructor Evaluation Procedures

This section describes the CHP Instructor Evaluation process.

This has been and should be a mandatory statement....

Example: “While comments regarding the course and instruction are welcomed by the instructor at any time, students will be given the opportunity to complete CHP course and instructor evaluations. Your participation in this evaluation is appreciated.”

4.3 Performance, Lab, Clinic, and Project Evaluation

Describe, in detail, the procedures for evaluation of performance, laboratory, clinical, and special projects for the course. *Include a grading rubric, project or assignment evaluation criteria, competency evaluation criteria, etc.*

4.4 Makeup and Retake Examinations

Indicate time requirements and outline student instructions for taking a retake and/or makeup exam and those exams which may not be retaken and/or made up.

Example: “A student who is absent on the day of a scheduled examination must contact the instructor immediately upon his/her return to make arrangements to take the exam. If the exam is not made up within 2 days of return, the student will receive a score of zero (0) for that exam. Quizzes cannot be made up, and a score of zero (0) will be given.”

5.0 General Procedures

Any general comments concerning the course are listed in this section i.e., class times or duration, instructional setting (lab, clinic, classroom), laboratory manuals, etc.

Example: "Class will meet in room 8/121 of the Education II Building on the following days and times: Tuesday 10-10:50am, Wednesday 9-9:50am, Friday 8-8:50am"

6.0 Class Attendance/Conduct/Dress Code Policy

6.1 General Remarks

State the rationale and policy.

Example: "In order to maximize learning opportunities, attendance will be taken at all class sessions."

Students are expected to actively engage in their education by attending and/or participating in class activities (face-to-face or at a distance). Faculty is expected to monitor their students' active participation and make attempt(s) to contact the student to learn the reason for their lack of participation. Methods of contact include, but are not limited to, UAMS email, personal email, contact numbers documented in GUS, emergency contact(s). It is the responsibility of the faculty to report any student who has not attended or actively participated in learning activities for a period of one week to the Associate Dean for Academic Affairs. The Associate Dean for Academic Affairs will attempt to contact the student if the faculty is unsuccessful in their contact attempt(s). If a satisfactory reason is not presented and the student does not actively engage in learning activities in the class(s) in a one-week period, the Registrar will be notified, and the student will be administratively dropped from the class/es. If all classes are dropped, the student is administratively withdrawn from the CHP program.

6.2 Session Absence Grading Effects

A statement regarding how absences will affect the student's grading is stated here. If there are no effects, it is appropriate to insert "NONE" in this section.

Example: Any absence in excess of two (2) will result in lowering the final course grade by one percentage point (1%) per additional absence. Students are responsible for reading assignments and all material presented during a missed class session."

6.3 Session Tardiness Grading Effects

A statement regarding how tardiness will affect the student's grade is stated here. If there are no effects, it is appropriate to insert "NONE" in this section.

6.4 Conduct/Dress Code

Examples of inclusion: ID Badges, Lab Coats, Film Badges.

7.0 Due Dates/Deadlines

This section lists all assignments and examinations with dates for completion and/or administration. One could list the due dates and exam dates here or refer to an attached

course schedule or to Blackboard.

Example: “See attached course schedule for examination dates.” 8.0 Sessions Schedules

8.0 Sessions Schedules

8.1 General Remarks

This section lists dates, tentative topics, instructors and reading assignments which correlate with the semester in which the course is delivered. If no general remarks are to be made, insert “NONE.”

8.2 Tentative Sessions Schedule

Session schedule is listed in order, even if the exact dates are not known. The schedule should include lecture topics, examinations, field trips, etc. and length of sessions. The Committee should be able to count the number of class sessions and exam sessions (not to include the final exam), multiply by the session length in minutes, and derive the contact hours for semester credit. Conversion listed at end of this guide. You must include or attached a course schedule with the information detailed above.

*Example: “A class schedule of topics and reading assignments is provided on the next page.” - **Attach the schedule to the back of your syllabus.***

8.3 Tentative Media Schedule

If films or other media presentations are to be included in the course, a tentative schedule is provided. The media schedule should be in order of occurrence even if the exact dates are not known. If no media is scheduled, insert “NONE.”

9.0 Instructional Staff

A list of primary instructional staff, titles, office locations, phone numbers, UAMS e-mail account and office hours is provided in this section.

10.0 CHP Policies

(Insert the following statements)

COPYRIGHT POLICY - *The materials used in this course may include copyright protected materials provided for the personal educational use of the enrolled students and may not be further redistributed.*

INTELLECTUAL PROPERTY POLICY - *Lecture, lab and other presentations are the intellectual property of the faculty and faculty must give their written permission for their lecture, lab, and other presentations to be recorded. Recorded lectures/labs/presentations may only be posted on websites or other locations approved by the College of Health Professions and are provided for the personal educational use of students enrolled in the course. Students are prohibited from providing or distributing any course materials in any manner – print, electronic, or any other media – or providing links to any course materials to anyone outside of their UAMS classes. Failure to abide by this policy may result in disciplinary action including dismissal.*

Failure to abide by this policy may constitute a copyright infringement which may have the following legal consequences:

Summary of Civil and Criminal Penalties for Violating Federal Copyright Laws

Copyright infringement is the act of exercising, without permission or legal authority, one or more of the exclusive rights granted to the copyright owner under section 106 of the Copyright Act (Title 17 of the United States Code). These rights include the right to reproduce or distribute a copyrighted work. In the file-sharing context, downloading or uploading substantial parts of a copyrighted work without authority constitutes an infringement. Penalties for copyright infringement include civil and criminal penalties. In general, anyone found liable for civil copyright infringement may be ordered to pay either actual damages or "statutory" damages affixed at not less than \$750 and not more than \$30,000 per work infringed. For "willful" infringement, a court may award up to \$150,000 per work infringed. A court can, in its discretion, also assess costs and attorneys' fees. For details, see Title 17, United States Code, Sections 504, 505. Willful copyright infringement can also result in criminal penalties, including imprisonment of up to five years and fines of up to \$250,000 per offense. For more information, see the web site of the U.S. Copyright Office at www.copyright.gov, and especially their FAQs at www.copyright.gov/help/faq

Title IX - The University of Arkansas for Medical Sciences (UAMS) does not discriminate on the basis of sex, gender, or sexual orientation in its education programs or activities. Title IX of the Education Amendments of 1972, and certain other federal and state laws, prohibit discrimination on the basis of sex in all education programs and activities operated by UAMS (both on and off campus). Title IX protects all people regardless of their gender or gender identity from sex discrimination, which includes sexual harassment and sexual violence.

The UAMS Title IX Coordinator can be contacted at (501) 526-5641. She is available to explain and discuss: your right to file a criminal complaint (sexual assault and violence); the university's complaint process, including the investigation process; how confidentiality is handled; available resources (both on and off campus); and other related matters. You may also contact the UAMS Police Department, 501-686-7777 (non-emergency) or 911 (emergency). If you are in the midst of an emergency, please call the police immediately by dialing 9-1-1. The United States Department of Education's Office of Civil Rights ("OCR") is responsible for enforcing Title IX, as well as other federal civil rights laws that prohibit discrimination in programs or activities that receive federal financial aid. Inquiries and complaints may also be directed to OCR at 1-800-421-3481 or ocr@ed.gov

DISABILITY SUPPORT – UAMS is committed to providing equal access to learning opportunities to students with disabilities. To ensure access to any class or program, please contact the ADA Coordinator to engage in a confidential conversation about the process for requesting accommodations in the classroom and clinical settings. Accommodations are not applied retroactively. Students are encouraged to register with the ADA Coordinator's office as soon as they begin their program or as soon as the student recognizes their need for an adjustment.

UAMS encourages students to access all resources available through the ADA Office for consistent support and access to their programs. More information can be found online at <http://students.uams.edu/ada-disability-services/> or by the contacting the disability services office at (501) 526-5641.

11.0 Scholastic Dishonesty

(Insert the following statement)

Scholastic dishonesty is defined as an act contrary to academic and/or professional ethics. Examples of scholastic dishonesty include, but are not limited to, cheating, plagiarism, collusion, submission for credit of any work or materials that are attributable in whole or part to another person or an artificial intelligence third-party service or site, taking an examination or submitting work or materials for another person, any act designed to give unfair advantage to a student, or the attempt to commit such acts. Additionally, submitting an assignment that was previously submitted in another course constitutes scholastic dishonesty, unless the resubmission was approved by the course director. The sanctions for scholastic dishonesty may include, but are not limited to, a failing grade on the test/assignment, failing grade for the course, probation, suspension, or dismissal from the college. Refer to CHP's Student Conduct and Discipline Policy, 02.15.01, located in the UAMS Academic Catalog, for details on matters related to scholastic dishonesty and other non-academic disciplinary matters.

Students are expected to submit original work for all assignments and exams. The CHP subscribes to a Web-based plagiarism detection and prevention system that has the ability to compare written work to a database of texts, journals, electronic and web sources, including web sites that provide pre-written essays or term papers. If a student is suspected of submitting work copied from another source, CHP reserves the right to use this plagiarism detection system, with or without the student's knowledge.

While Artificial Intelligence (AI) may serve as a learning resource for students, AI-generated content should not be submitted by students for assignments or exams, unless expressly permitted and approved by the course director. Doing so would constitute plagiarism, and disciplinary action outlined in the CHP Student Conduct and Discipline Policy, 02.15.01, would be enforced.

12.0 Patient Privacy and Confidentiality

(Insert the following statement)

UAMS is committed to protecting the privacy of our patients' information. While privacy and confidentiality have always been a priority for health care providers, it has heightened importance in this era of electronic information due to the increased speed of information flow and the risks associated with protecting this information.

The standards for protecting patient health information are described in the federal law known as the Health Insurance Portability and Accountability Act (HIPAA). HIPAA limits access to medical records to authorized individuals and for specific purposes. It is not possible to summarize HIPAA here; however, you will have received HIPAA training prior to being granted access to patient information. Additional information and training on HIPAA, including UAMS HIPAA policies, are available on the HIPAA Office webpage at <http://hipaa.uams.edu/>

Please keep in mind that there are sanctions for inappropriate access to patient records. These include criminal penalties of up to one (1) year imprisonment and a \$50,000 fine; as well as, disciplinary action up to and including dismissal from your program.

If you have any questions pertaining to HIPAA, you may direct them to the UAMS HIPAA office at 501-603-1379.

Do not include the following pages in the syllabus -use it to convert your contact hours to semester credits.

Conversion Formula: Contact Hours to Semester Credits

An hour equals 50 minutes. The contact hour conversion to semester credits must fall within plus or minus .10 semester credits of the desired number of semester credits.

Method of Delivery	Total Contact Hours/Minutes	# of Weeks	Hours/week	Semester Credit
Lecture/Seminar	15-16 hours (750-800 minutes)	4	3.75-4	1
		8	1.9-2	
		10	1.5-1.6	
		15	1	
		16	1	
Laboratory	45-48 hours of instruction (2250-2400 minutes)	4	11.25-12	1
		8	5.6-6	
		10	4.5-4.8	
		15	3-3.2	
		16	2.8-3	
Clinical	75-80 hours of clinical experiences (3750-4000 minutes)	4	18.75-20	1
		8	9.38-10	
		10	7.5-8	
		15	5-5.3	
		16	4.7-5	

Steps to Determine the Number of Semester Credits of a Course (New Course)

Step 1. Determine the number of sessions in the semester by multiplying the number of sessions per week by the total number of weeks.

Step 2. Multiply the number of sessions by the number of minutes per session.

Step 3. Divide the number of total minutes by the number of minutes required for one semester credit (example: 750-800 for lecture) to determine the number of semester credits.

Step 4. If there are two methods of delivery per course, add Step 3 for each delivery type.

Example 1: Lecture 2 SCs (16-week course)

Step 1. Determine the number of sessions in the semester by multiplying the number of sessions per week by the total number of weeks.

2 sessions/week X 16 weeks = 32 sessions

Step 2. Multiply the number of sessions by the number of minutes per session.

32 sessions X 50 minutes = 1600 minutes

Step 3. Divide the number of total minutes by 800 minutes to determine the number of semester credits.

1600 minutes/800 minutes = 2 semester credits

Example 2: Clinical 2 SCs (4-week course)

Step 1. Determine the number of sessions in the semester by multiplying the number of sessions per week by the total number of weeks.

5 sessions X 4 weeks = 20 sessions

Step 2. Multiply the number of sessions by the number of minutes per session.

20 sessions X 375 minutes (7.5 hours) = 7500 minutes

Step 3. Divide the number of total minutes by the number of minutes required for one semester credit (example: 750-800 for lecture) to determine the number of semester credits.

7500 minutes/3750 minutes = 2 SCs

Example 3: Laboratory 3 SCs (10-week course)

Step 1. Determine the number of sessions in the semester by multiplying the number of sessions per week by the total number of weeks.

3 sessions X 10 weeks = 30 sessions

Step 2. Multiply the number of sessions by the number of minutes per session.

30 sessions X 225 minutes (4.5 hours) = 6750 minutes

Step 3. Divide the number of total minutes by the number of minutes required for one semester credit (example: 750-800 for lecture) to determine the number of semester credits.

6750 minutes/2250 minutes = 3 SCs

Example 4: Lecture 3 SCs, Laboratory 1 SC (16-week course)

Lecture

Step 1. Determine the number of sessions in the semester by multiplying the number of sessions per week by the total number of weeks.

3 sessions/week X 16 weeks = 48 sessions

Step 2. Multiply the number of sessions by the number of minutes per session.

48 sessions X 50 minutes = 2400 minutes

Step 3. Divide the number of total minutes by the number of minutes required for one semester credit (example: 750-800 for lecture) to determine the number of semester credits.

2400 minutes/800 minutes = 3 SCs

Laboratory

Step 1. Determine the number of sessions in the semester by multiplying the number of sessions per week by the total number of weeks.

1 session/week X 16 weeks = 16 sessions

Step 2. Multiply the number of sessions by the number of minutes per session.

16 sessions X 150 minutes = 2400 minutes

Step 3. Divide the number of total minutes by the number of minutes required for one semester credit (example: 750-800 for lecture) to determine the number of semester

credits.

$2400 \text{ minutes} / 2400 \text{ minutes} = 1 \text{ SC}$

Step 4: If are two methods of delivery per course, add Step 3 for each delivery type.

$3 \text{ SCs Lecture} + 1 \text{ SC Laboratory} = 4 \text{ SCs}$

Steps to Determine the Number of Required Hours/Week of a Course (Existing Course)

Step 1. Multiply the total number of semester credits (SCs) by the number of minutes per semester credit.

Step 2. Divide the total number of minutes by the total number of weeks.

Step 3. Divide the total number of minutes/weeks by 50 minutes (1 hour)

Step 4. If there are two methods of delivery per course, add Step 3 for each delivery type.

Example 1: Lecture 2 SCs (15-week course)

Step 1. Multiply the total number of semester credits (SCs) by the number of minutes per semester credit.

$2 \text{ SCs} \times 750 \text{ minutes} = 1500 \text{ minutes}$

Step 2. Divide the total number of minutes by the total number of weeks.

$1500 \text{ minutes} / 15 \text{ weeks} = 100 \text{ minutes/week}$

Step 3. Divide the total number of minutes/weeks by 50 minutes (1 hour).

$100 \text{ minutes/week} / 50 \text{ minutes} = 2 \text{ hours per week}$

Example 2: Clinical 2 SCs (4-week course)

Step 1. Multiply the total number of semester credits (SCs) by the number of minutes per semester credit.

$2 \text{ SCs} \times 3750 \text{ minutes} = 7500 \text{ minutes}$

Step 2. Divide the total number of minutes by the total number of weeks.

$7500 \text{ minutes} / 4 \text{ weeks} = 1875 \text{ minutes/week}$

Step 3. Divide the total number of minutes/weeks by 60 minutes (1 hour).

$1875 \text{ minutes/week} / 50 \text{ minutes} = 37.5 \text{ hours per week}$

Example 3: Laboratory 2 SCs (16-week course)

Step 1. Multiply the total number of semester credits (SCs) by the number of minutes per semester credit.

$2 \text{ SCs} \times 2400 \text{ minutes} = 4800 \text{ minutes}$

Step 2. Divide the total number of minutes by the total number of weeks.

$4800 \text{ minutes} / 16 \text{ weeks} = 300 \text{ minutes/week}$

Step 3. Divide the total number of minutes/weeks by 50 minutes (1 hour).

$300 \text{ minutes/week} / 50 \text{ minutes} = 6 \text{ hours per week}$

Example 4: Lecture 2 SCs, Clinical 2 SCs (16-week course)

Lecture

Step 1. Multiply the total number of semester credits (SCs) by the number of minutes per

semester credit.

2 SCs X 750 minutes = 1500 minutes

Step 2. Divide the total number of minutes by the total number of weeks.

1500 minutes/15 weeks = 100 minutes/week

Step 3. Divide the total number of minutes/weeks by 50 minutes (1 hour).

100 minutes/week/50 minutes = 2 hours per week

Clinical

Step 1. Multiply the total number of semester credits (SCs) by the number of minutes per semester credit.

2 SCs X 4000 minutes = 8000 minutes

Step 2. Divide the total number of minutes by the total number of weeks.

8000 minutes/16 weeks = 500 minutes/week

Step 3. Divide the total number of minutes/weeks by 50 minutes (1 hour).

500 minutes/week/50 minutes = 10 hours per week

Step 4: If there are two methods of delivery per course, add Step 3 for each delivery type.

2 hours/week lecture, 10 hours/week clinical