**Syllabus Template - Updated May 5, 2020**

To instructors: This template outlines the required sections and contents of an effective course syllabus, providing recommendations and resources for developing a learner-centered syllabus. These guidelines are intended to help ensure that syllabi meet [Higher Learning Commission](https://www.hlcommission.org/Policies/criteria-and-core-components.html) (HLC) policies and Federal Compliance components. A university-wide template has been implemented since Spring 2017.

The format and order of the content is not prescribed, as long as the required components are clearly stated. Departments/programs may have additional requirements. The syllabus should be distributed to students by the first day of class and be available online to students throughout the semester.

**Course Number & Title**

**Syllabus – Semester and Year**

**Instructor Information** [Required]

Name

Contact information: Email, phone, office location, etc.

Office hours

**Course Information** [Required]

Credit Hours

Meeting Time(s) and Location(s) [as applicable]

Pre-requisite and/or Co-requisite Courses [as applicable]

**Course Description**

**Course Learning Outcomes** [Required]

By the end of this course, students will be able to:

1. Describe specific, measurable student outcomes that students should be able to learn or do by participating in the course.
2. Start with an action verb such as from [Bloom’s Taxonomy](https://www.celt.iastate.edu/teaching/effective-teaching-practices/revised-blooms-taxonomy/).

**Program Learning Outcomes** [Required, as applicable]

**Textbook and/or Course Materials**

**About This Course** [Recommended]

* A brief description to get students excited about the course and help them feel “invited” into the learning experience this semester
* Consider answering the following: How will taking the course prepare students for future learning and/or professional work? How will the learning they will engage in during this course connect to their lives outside of the course?
* Course format, student learning methods used

**Grading, Assignments and Exam Policies** [Required]

* Grading criteria, grading scale, and evaluation of student learning. This includes weighting and anticipated number of assignments and exams, and articulation of expectations.
* Submission policies and procedures
* Policies on late assignments, exams, makeup, resubmissions, and/or re-grading
* \*\*Definitions or examples what is cheating for this course, including permissible and impermissible behaviors. Describe possible sanctions for the levels of violation.

**Course Policies** [Recommended, as applicable]

* In-class or online policies (e.g., discussions, participation, professionalism, civility, behavior)
* Class participation, attendance, absence, and tardiness policies
* Mobile/electronic devices policy
* Communications methods used (e.g., USI email, Blackboard) and expectations
* Policies and procedures specific to online, hybrid, laboratory, studio, field, or clinical courses
* Safety or ethical requirements, procedures, and policies

**Additional Course Information** [Recommended]

* Tips to students on how to be successful in the course
* Student resources (e.g., [Academic Skills](http://www.usi.edu/university-division/academic-skills) and Writing Center hours, [Library](https://www.usi.edu/library), [IT](http://www.usi.edu/it), [Health Center](https://www.usi.edu/healthcenter/), [Counseling Center](https://www.usi.edu/counselingcenter), [Rice Library](https://www.usi.edu/library/))

**University Statements** [Required]

Please become familiar with the following university policies and guidance introduced below. For more information, please refer to the [detailed statements](https://www.usi.edu/provost/faculty-resources/syllabus-statements/) or view the links within each section.

**Academic Continuity** [Required. \*\*Added May 2020] In the event of an announced campus closure or emergency, it may be necessary for the university to suspend normal operations. During this time, the university may opt to continue instruction through online or alternative modes of delivery. Each student is responsible for monitoring the USI homepage at [www.usi.edu](http://www.usi.edu) and USI email for important general information and instructions regarding classes.

Academic Integrity [Required. \*\*Added May 2020] Students have the right and responsibility to pursue their educational goals with academic integrity, which is the hallmark of truth and honesty in an engaged university community.  Please view the [Academic Integrity Policies and Procedures](https://www.usi.edu/media/5599778/academic-integrity-policies-and-procedures-fall-2016.pdf).

**Disability Accommodations** [Required] If you have a disability for which you may require academic accommodations for this class, please register with [Disability Resources](https://www.usi.edu/disabilities/) as soon as possible by contacting 812-464-1961, [usi1disres@usi.edu](mailto:usi1disres@usi.edu), or Science Center Room 2206.

Civility [Recommended. \*\*Added May 2020] The university is dedicated to a culture of civility among students, faculty, and staff. The university embraces and celebrates the many differences that exist among its members and strives to maintain an environment that respects differences and provides a sense of belonging and inclusion for everyone. Please view [Student Rights and Responsibilities: Code of Student Behavior](https://usi.edu/media/5621376/code-section-2019-2020.pdf) and [Equal Opportunity and Non-Discrimination policy](https://www.usi.edu/media/5621159/equal-opportunity-and-non-discrimination-policy.pdf).

**Title IX – Sexual Misconduct** [Required. Revised June 2019] USI does not tolerate acts of sexual misconduct, including sexual harassment and all forms of sexual violence. If you have experienced sexual misconduct, or know someone who has, you may seek help by contacting USI’s Title IX Coordinator, Carrie Lynn, at 812-464-1703 or at [cnlynn@usi.edu](mailto:cnlynn@usi.edu). Find more information and resources about [Sexual Assault Prevention and Response](http://www.usi.edu/stopsexualassault).

**Student Basic Needs** [Recommended. Added August 2018] Students who have difficulty affording food on a regular basis or lack a safe place to live and believe this may affect their class performance are encouraged to contact the [Dean of Students Office](http://www.usi.edu/deanofstudents) and view a [list of resources](http://www.usi.edu/media/5612733/financial-wellness-resources.pdf).

**Syllabus Change Policy** [Required. Suggested wording provided.] This syllabus is a guide to the course and is subject to change with reasonable advanced notice as course needs arise.

**Course Outline and Schedule** [Recommended]

Course topics/activities and dates, assignment due dates, exam dates, and other key dates.

**Resources for Developing an Effective Syllabus** [For instructors’ use.]

[Writing a Syllabus](https://www.cte.cornell.edu/teaching-ideas/designing-your-course/writing-a-syllabus.html). Cornell University Center for Teaching Excellence.   
[This guide offers tips for creating an effective syllabus that sets the tone for the course, articulates the student learning experience, responsibilities, and course policies.]

[How to Create a Syllabus](https://www.chronicle.com/interactives/advice-syllabus). Gannon, K. (2019) and [DIY Syllabus](https://chroniclevitae.com/news/tags/DIY%20Syllabus). Gannon, K. (2016). ChronicleVitae.   
[This interactive guide and 3-part series takes a faculty perspective on developing our course syllabus while considering how to make the syllabus an entry point and invitation to the course for our students.]

[Creating the Foundation for a Warm Classroom Climate](https://www.psychologicalscience.org/observer/creating-the-foundation-for-a-warm-classroom-climate#.WDtWWeErKRu). Harnish, R.J. et al. (2011). Association for Psychological Science Observer. [This teaching tip article provides examples on how to transform syllabus statements into warm and inviting communication to your students.]

[Constructing a Learner-Centered Syllabus: One Professor's Journey](https://uwf.edu/media/university-of-west-florida/academic-affairs/departments/cutla/documents/PaperIDEA_60.pdf). Richmond, A. (2016). IDEA Center Paper #60. [\*\*This paper provides example learner-centered components and a self-assessment.]

[A Learner-Centered Syllabus Helps Set the Tone for Learning](https://www.facultyfocus.com/articles/effective-classroom-management/a-learner-centered-syllabus-helps-set-the-tone-for-learning/). Bart, M. (2015). Faculty Focus.   
[This article highlights features of a learner-centered syllabus, providing prompts to incorporate them.]

[Graphic display of student learning objectives](http://www.chronicle.com/blogs/profhacker/graphic-display-of-student-learning-objectives/27863). Hara, B. (2010). ProfHacker.   
[This gives an example of an alternative way to communicate key elements of our course.]

[The 3 Essential Functions of Your Syllabus](https://www.chronicle.com/article/The-3-Essential-Functions-of/228909), Part 2. Lang, J. (2015).The Chronicle of Higher Education.   
[\*\*This article offers strategies to help ensure that students read and become familiar with the syllabus.]

[Seven Ways to Make Your Syllabus More Relevant](https://www.facultyfocus.com/articles/course-design-ideas/seven-ways-to-make-your-syllabus-more-relevant/). Moore, C. (2019). Faculty Focus.  
[\*\*This offers design elements to help students relate to the syllabus content, prepare them for the course, and focus on the learning goals ahead.]

[Inclusion By Design: Survey Your Syllabus and Course Design](https://drive.google.com/file/d/0B0ulz5eHbyjYdmY0eF9ablRRcHM/view) - A Worksheet. Brantmeier, E., Broscheid, A., & Moore, C.S. (2017).   
[This tool helps you examine the tone and design of your course from an inclusion perspective.]

[Inclusive Syllabus Language](https://sites.lsa.umich.edu/inclusive-teaching/2017/08/24/inclusive-syllabus-language/). University of Michigan (2017). [This webpage provides sample language to communicate expectations to students in an inclusive manner.]

[Course Workload Estimator](https://cte.rice.edu/workload/). Rice University [\*\*This tool estimates a student's out of class hours/week based on the planned reading, assignments, and assessments.]

[Creating Accessible Documents](https://www.washington.edu/accessibility/documents/). University of Washington.  
[\*\*This website offers helpful tips for creating accessible documents from common applications.]

[Writing Learning Intended Outcomes](https://poorvucenter.yale.edu/IntendedLearningOutcomes). Yale Poorvu Center for Teaching and Learning

[\*\*This provides guidance and examples on writing course learning outcomes.]

[Revised Bloom’s Taxonomy](https://www.celt.iastate.edu/teaching/effective-teaching-practices/revised-blooms-taxonomy/). Iowa State University Center for Excellence in Learning and Teaching

[\*\*This is a helpful guide with examples of using Bloom’s taxonomy.]

**University Statements** [Detailed versions of the university statements.]

**Academic Continuity** [Required. \*\*Added May 2020]

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Academic Integrity [Required. \*\*Added May 2020]  
Academic integrity is the hallmark of truth and honesty in an engaged university community. Students have the right and responsibility to pursue their educational goals with academic integrity.  All members of the university are accountable for their actions in maintaining high standards of academic integrity.  Students are responsible for completing academic requirements without action and/or material that violate academic integrity.  Please view the [Academic Integrity Policies and Procedures](https://www.usi.edu/media/5599778/academic-integrity-policies-and-procedures-fall-2016.pdf).

**Disability Accommodations** [Required]

**For on-campus courses** [Required – Select the appropriate version]

If you have a disability for which you may require academic accommodations for this class, please register with Disability Resources as soon as possible. Students who have an accommodation letter from DR are encouraged to meet privately with course faculty to discuss the provisions of those accommodations as early in the semester as possible. To qualify for accommodation assistance, students must first register to use the disability resources with[Disability Resources](http://www.usi.edu/disabilities) at Science Center Rm. 2206, 812-464-1961. To help ensure that accommodations will be available when needed, students are encouraged to meet with course faculty at least 7 days prior to the actual need for the accommodation. However, if you will be in an internship, field, clinical, student teaching, or other off-campus setting this semester please note that approved academic accommodations may not apply.  Please contact Disability Resources as soon as possible to discuss accommodations needed for access while in this setting.

**For online learning courses** [Required – Select the appropriate version. Revised June 2019]

If you have a disability for which you may require academic accommodations for this class, please contact Disability Resources at 812-464-1961 or email Disability Communications at [usi1disres@usi.edu](mailto:usi1disres@usi.edu) as soon as possible. Students who are approved for accommodations by Disability Resources should request their accommodation letter be emailed to them to forward to their online instructors. Due to the nature of online courses some accommodations approved for on campus courses may not apply. Please discuss this with Disability Resources to clarify as needed. Students who receive an accommodation letter from Disability Resources are encouraged to discuss the provisions of those accommodations with their professors before or during the first week of the semester. If you will be in an internship, field, clinical, student teaching, or other off-campus setting this semester please note that approved academic accommodations may not apply.  Please contact Disability Resources as soon as possible to discuss accommodations needed for access while in this setting.  For more information, please visit the [Disability Resources](http://www.usi.edu/disabilities) website.

**Title IX – Sexual Misconduct** [Required - Revised June 2019]

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Civility [Recommended. \*\*Added May 2020]

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