

Campus

Syllabus

Course number and title

Course credit hours

Term and year

Class meeting times and location

Online or Hybrid (if applicable)

# Instructor Contact Information

Instructor’s name, credentials\*, academic rank/title\*

Email address

Office phone number

Office hours

Faculty photo\*

Cell phone number\*

Preferred Pronouns\*

Website\*

Skype Address\*

# Course Overview\*

[Inspiring message and/or instructor’s description of course.]

# Catalog Description

[from course catalog, if different from above, mandatory per HLC]

# This Course Satisfies the Following Program Learning Outcomes

[if applicable]

# General Education Designation and Outcomes

[if applicable]

# Course Learning Outcomes1

[all outcomes should be the same across sections, per HLC]

# How to be successful in this course

[This section can span topics from general guidelines (e.g., estimated amount of time to spend on preparation, assignments, participation in class discussion, use of supplemental teaching materials, etc.) to more sophisticated rubrics related to student performance on various evaluation measures (e.g., exams, assignments, projects). It can also describe faculty roles and student roles, the role of the student, the role of the faculty member. This section provides an opportunity to present the notion of shared responsibility for learning. A bulleted list of examples is below:

## Student’s Responsibility\*

[Instructors may change this at their discretion. The bulleted list below is a suggestion.]

* Be prepared for all classes
* Be respectful of others
* Actively contribute to the learning activities in class

## Instructor’s Responsibility\*

[Instructors may change this at their discretion. The bulleted list below is a suggestion.]

* Be prepared for all classes
* Evaluate all fairly and equally
* Be respectful of all students
* Create and facilitate meaningful learning activities
* Behave according to University codes of conduct
* Give timely feedback (what should students expect for a turnaround time for grading?

# Grading Policies1

[This section encompasses evaluation methods and grading system, i.e., points, percentages, rubrics, tests, quizzes, weighting, curve, or UWGB grading distribution information, grade appeals to instructor, etc.; it may also include the policy for incompletes and withdrawals.]

## Rubrics\*

## Late assignment submission\*

# Letter-grade scale

| Grade | Points | Percent |
| --- | --- | --- |
| A |  |  |
| AB |  |  |
| B |  |  |
| BC |  |  |
| C |  |  |
| CD |  |  |
| D |  |  |
| F |  |  |

## Learning environment\*

[This section provides students with the instructor’s vision of what take place in the class. It includes information about the methods of instruction, what will take place in class, out of class, the tools for learning, etc.]

# Learning Resources

[Required text, recommended text, art supplies, lab equipment, computer requirements, etc. Include information on how students will access/procure materials.]

# Course Organization

## Units or components of course\*

[This section indicates how the instructor breaks down the course, weekly units or thematic modules, for example.]

## Schedule including assignments1

[This section typically includes a table or list with the tentative calendar, topics, and assignments, dates for exams and due dates, special events, etc.] This is highly recommended but this section may also refer students to a dynamic document, a calendar or other page on a Canvas course site, or be posted as a graphic. Major dates for assignments should not be changed or students should be given reasonable advanced notice.]

[Below is an example of a week-based schedule]

| Week | Topics | Items to do |
| --- | --- | --- |
| Week 1  September 3-7 | Introduction and overview | Read chapter one  Post to discussion forum |

# Course Policies

[This section describes course and university policies. For examples of how you may wish to articulate those that are not standardized, see <https://blog.catl.uwgb.org/guides/syllabus-snippets/>]

## Academic Integrity

[Must include statement on consequences for failing to abide by academic integrity policy. May include full text of policy or may refer students to appropriate policy online: <https://www.uwgb.edu/dean-of-students/policies-procedures/faculty-staff/>]

## Disability Services:

Consistent with federal laws and the policies of the University of Wisconsin, it is the policy of UW-Green Bay to provide appropriate and necessary accommodations to students with disabilities. If you are require any academic accommodations due to a disability, please contact the Disability Services (DS) Director (phone: 920-465-2841; email: [dis@uwgb.edu](mailto:dis@uwgb.edu); website: www.uwgb.edu/ds) to register and/or request services. If you have already established accommodations through the ACCESS program through the DS Office, please communicate your approved accommodations with me at your earliest convenience so we can discuss your needs in this course.

## Class Attendance/Participation

## Drop, Withdrawal, and Extended Absences Policies\*

## Religious/Cultural Observance\*

## Inclusivity Statement\*

## FERPA\* and/or HIPPA statement

[If applicable to your course]

# Student Resources\*

Should include a list of resources available or refer students to the Phoenix Cares and other student services webpages.