

Campus

Syllabus

Course number and title

Course credit hours

Term and year

Class meeting times and location

Course Delivery Mode

# Instructor Contact Information

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

Email address

Office phone number

Office hours

Faculty photo\*

Pronouns\*

Website\*

# 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. 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 |  |  |

## Statement on Assessment\*

The UWGB assessment program was established to enhance the quality and effectiveness of the curriculum, programs, and services of the institution.  This year, students in the College of Science, Engineering, and Technology will be assessed on one of their course-specific learning outcomes in General Education courses and on one Institutional Learning Outcome, either Written Communication, Oral Communication, or Quantitative Literacy. Students in non-General Education courses, upper-level, or graduate courses will be assessed on one Institutional Learning Outcome, either Oral Communication, Written Communication, or Quantitative Literacy. If you have any questions regarding assessment, please contact Valerie Murrenus Pilmaier, the UWGB Assessment Coordinator, at murrenuv@uwgb.edu.

## Learning environment\*

[This section provides students with the instructor’s vision for 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 can 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, assignments, dates for exams and assignment due dates, special events, etc.] This is highly recommended but this section may also refer students to a dynamic document, such as 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.]

Faculty are encouraged to use culturally inclusive language on their syllabi and in their course schedules, referring to fall recess and winter break rather than specific holidays or religious observances.

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

| Week | Topics | Items to do |
| --- | --- | --- |
| Week 1September 3-7 | Introduction and overview | Read chapter onePost 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.uwgb.edu/catl/syllabus-snippets/> ]

## Recommended Statement on Dean of Students Policies:

In accordance with [UWS 17](https://docs.legis.wisconsin.gov/code/admin_code/uws/17) and [UWS 21 Wis.Admin.Code](https://docs.legis.wisconsin.gov/code/admin_code/uws/21) a student may be subject to disciplinary sanctions for failure to comply with policy, including this syllabus, for failure to comply with the directions of a University Official, for disruptive behavior in the classroom, or any other prohibited action. This prohibited behavior includes but is not limited to failure to follow course, laboratory, or safety rules, or endangering the health of others. A student may be dropped from class at any time for misconduct or disruptive behavior in the classroom upon recommendation of the instructor and subject to the procedure established in UWS 17. A student may also receive disciplinary sanctions through the Office of Judicial Conduct for misconduct or disruptive behavior, including endangering the health of others, in the classroom.

## 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. See this link for more: <https://www.uwgb.edu/dean-of-students/policies-procedures/faculty-staff/>]

Student Advocacy / Student Complaints

[Students are encouraged to go to their instructor first, and then the Dean of Students Office for guidance. Formal complaints will be directed to the Associate Dean of the College in which the course is taught. Information about this process is available at: <https://www.uwgb.edu/provost/policies-procedures/student-complaints/>. Here’s the policy: <https://www.uwgb.edu/UWGBCMS/media/policies/files/Student-Complaint.pdf?ext=.pdf>.]

Instructors are encouraged to include the following or a similar statement on their syllabi:

If you have a concern or complaint about this course, please first try to address it with the instructor. If you continue to have concerns, you should contact the Dean of Students Office for guidance: (920) 465-2152 or dos@uwgb.edu.

## Student Accessibility 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 require any academic accommodations, please contact the Student Accessibility Services (SAS) Director (phone: 920-465-2841; email: sas@uwgb.edu; website: [www.uwgb.edu/sas](http://www.uwgb.edu/sas)) to register and/or request services. If you have already established accommodations through the ACCESS program through the SAS Office, please communicate your approved accommodations with me at your earliest convenience so we can discuss your needs in this course.

## Class Attendance/Participation

[Indicate your expectations around attendance and participation here.]

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

## Religious/Cultural Observance\*

Persons who have religious or cultural observances that coincide with this class should let the instructor know in writing (by e-mail for example) by [date]. I strongly encourage you to honor your cultural and religious holidays! Please let me know so that we can make a plan to ensure that you do not fall behind in class while you are celebrating a religious or cultural observance.

## Resource for instructors regarding religious observance

Instructors may wish to consult the Interfaith Calendar (<https://www.interfaith-calendar.org/2022.htm>) to see if important course dates conflict with religious observances.

## Inclusivity Statement\*

## FERPA\* and/or HIPPA statement

[If applicable to your course]

# Student Resources\*

This section should include a list of resources available or refer students to the Phoenix Cares and other student services webpages. Consider adding this statement about Navigate in this section:

Navigate is a tool that UW-Green Bay uses to promote student success. Faculty and instructors file Progress Reports in Navigate as one way to acknowledge your work and participation in your classes. If needed, these Progress Reports can connect you with student success staff who can offer additional support and suggest resources, prompt you to meet with Academic Success Coaches or your instructor to discuss how you’re doing in the class, or celebrate your success in the class. If you haven’t already downloaded the Navigate App designed for students, you can search “Navigate” in the App or Google Play store. Your sign in will be your UW-Green Bay email (username) and password.