

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\*

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.]

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 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/>]

COVID-19 Policies

Required Statements:

## Statement on Face Covering

In response to COVID-19, and in alignment with the  [UW Green Bay Building Access Policy OP 15-17-01-c,](https://greenbaywi.gov/DocumentCenter/View/5730/Resolution---Face-Coverings-PDF) the Center for Disease Control and Prevention [guidelines](https://www.cdc.gov/coronavirus/2019-ncov/community/colleges-universities/considerations.html), and the established requirements of the Board of Regents of the University of Wisconsin System; face coverings are required at all times while on campus. This includes the classroom, laboratory, studio, creative space, or any type of in-person instructional activity, and public spaces."

Face coverings shall satisfy the stated recommendation is the [Phoenix Forward: Return to Campus Plan](https://www.uwgb.edu/UWGBCMS/media/coronavirus/pdf/UWGB-Return-to-Campus-Plan-July-Aug-2020.pdf) pages 8 & 9.

Students that cannot wear a face covering due to a medical condition or disability, or who are unable to remove a mask without assistance may seek an accommodation through the Office of COVID-19 Response.

## Statement on Social Distancing

As instructors, we cherish our interactions with students. As citizens in these peculiar times we must acknowledge that face coverings are not a substitute for social distancing. Students shall observe current social distancing guidelines where possible in accordance while in the classroom, laboratory, studio, creative space (hereafter referred to as instructional space) setting and in public spaces. Students should avoid congregating around instructional space entrances before or after class sessions. If the instructional space has designated entrance and exit doors students are required to use them. Students should exit the instructional space immediately after the end of instruction to help ensure social distancing and allow for the persons attending the next scheduled class session to enter.

## Recommended Dean of Students Policies

While students are encouraged to go to their instructor and then chair, etc., the Dean of Students (DoS) maintains a form for student complaints that can be used for all manner of complaints.  Here’s the information page: <https://www.uwgb.edu/provost/policies-procedures/student-complaints/>.   And here’s the policy: <https://www.uwgb.edu/UWGBCMS/media/policies/files/Student-Complaint.pdf?ext=.pdf>

*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 chair of the \_\_\_\_\_\_ program, who is \_\_\_\_\_\_\_\_\_ (email; phone; office). [List the academic dean if the instructor is a chair.]*

## Recommended Statements:

## 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 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.

## COVID-19 Resources

Consider including links to one or more of the following:

* UWGB Coronavirus Information page  
  <https://www.uwgb.edu/coronavirus/>
* Wisconsin Department of Health Services COVID-19: Avoid Illness page  
  <https://www.dhs.wisconsin.gov/covid-19/protect.htm#:~:text=wash%20your%20hands.-,Wear%20a%20cloth%20face%20covering%20over%20your%20mouth%20and%20nose,6%20feet%20away%20from%20others.&text=Masks%20or%20cloth%20face%20coverings,remove%20the%20covering%20without%20assistance>
* CDC Coronavirus page  
  <https://www.cdc.gov/coronavirus/2019-ncov/index.html>

## 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/>]

## 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 are require any academic accommodations, please contact the Student Accessibility Services (SAS) Director (phone: 920-465-2841; email: [sas@uwgb.edu](mailto: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

## 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](http://www.interfaith-calendar.org/2020.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\*

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