

Syllabus

Course Prefix, Number (Including Section), and Name

Course Credit Hours

Term and Year

Class Meeting Times and Location (Including Campus)

Course Delivery Mode

# Instructor Contact Information

**Required**: Instructor’s name, contact information (e.g., email, office), office hours (and what they are).

**Recommended/Optional:** Academic rank/title, faculty photo, pronouns, website, etc.

# Catalog Description

**Required**: The description of the class from the [UW-Green Bay course catalog](https://www.uwgb.edu/registrar/catalog/) [Higher Learning Commission (HLC) requirement; HLC is our accrediting body].

# Course Overview

**Recommended/Optiona**l: A course description in the instructor’s own words; when used, it is typically in everyday language and designed to be motivational or to promote student interest.

# Course Learning Outcomes

**Required**: The objectives the course is designed to meet, often worded as “at the conclusion of this course, students will be able to,” followed by a list of brief, specific, and measurable outcomes. Please check with your Chair to see if there are pre-existing learning outcomes for the class. The Center for the Advancement of Teaching and Learning (CATL) can also assist if you need help writing these outcomes to be measurable, specific, etc. Per HLC, all course-level learning outcomes should be listed, and they must be the same across different sections of the same class, regardless of modality. Any graduate-level and/or cross-listing information should also be included, and any differences in learning outcomes should be noted (e.g., different learning outcomes for a graduate level vs. undergraduate level offering of a course with the same title).

# Program Learning Outcomes

**Required when applicable**: This section would be a list of any Program Learning Outcomes the course satisfies.

# General Education Outcomes

**Required when applicable**: The section acknowledges which General Education domain(s) a course meets and lists the specific Learning Outcomes associated with that General Education domain (see [UW-Green Bay catalog](https://www.uwgb.edu/registrar/catalog/) for these outcome lists).

# Learning Resources

**Required**: Any required or recommended text (or specifically say “no required text”), art supplies, lab equipment, computer requirements, etc. Include information on how students can access/procure materials.

# Learning Environment

**Recommended/Optional**: This section provides students with the instructor’s vision for the class. It could include information about the methods of instruction, what will take place in class and out of class, the tools for learning, etc.

# How to Be Successful in This Course

**Recommended/Optional**: 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). Specific strategies for learning or sources of support could also be included, as could descriptions of 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 included below. Instructors may use these directly or add/adapt to fit their course, and remember this section is recommended, not required.

## Student’s Responsibility

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

## Instructor’s Responsibility

* 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 Policies

**Required**: This section encompasses evaluation methods and grading system, i.e., points, percentages, rubrics, tests, quizzes, weighting, curve, UWGB grading distribution information, grade appeals to instructor, etc. It may also include the policy for incompletes and withdrawals. If there are different performance standards for cross-listed graduate-level courses, that should be addressed here, as well as in the grading scale itself.

## Rubrics

**Recommended/Optional**: Instructors can place grading rubrics here, but they may also refer students to them elsewhere (e.g., attached to specific assignments in Canvas).

## Late Work Policy

**Required**: Students should be aware of what to do if their work will be late and/or what opportunities exist for still earning points and what penalties apply if they fail to submit work. If an instructor does not accept late work, that should be specified.

# Grading Scale

**Required**: Students should know the overall grading scale that will be used for the class and what each letter grade corresponds to on a point and or percentage scale in your course. A sample Course Grading Scale for a class with 400 possible points is provided below. Please note that UWGB uses AB, BC, and CD grades, and please check with your Chair to determine if your unit has a common grading scale (e.g., is 90% an A? 93%?).

## Course Grading Scale

| Letter Grade | Points | Percent |
| --- | --- | --- |
| A | 372 and above | 93-100% |
| AB | 352-371 | 88-92% |
| B |  |  |
| BC |  |  |
| C |  |  |
| CD |  |  |
| D |  |  |
| F |  |  |

# Final Exam

**Required:** List the time and date of the final exam. Regular 15-week courses have an [assigned exam date and time](https://www.uwgb.edu/registrar/calendars/) based on a schedule created by the registrar. 7-week, J-term, and summer courses do not have a designated final exam week or time(s). If an instructor feels a final exam alternative (e.g., an assessment that is not a traditional exam) is more appropriate for their course, they should file a statement to that effect with their chair and let students know at the start of the term.

# Course Organization

## Units or Components of the Course

**Recommended/Optional**: This section indicates how the instructor breaks down the course; weekly units or thematic modules, for example. This information may be folded into a table that also includes your Schedule, Topics, and “To Do” items.

## Schedule (including assignments)

**Strongly Recommended**: This section typically includes a table or list with the tentative calendar, topics, assignments, dates for exams and assignment due dates, special events, etc. Again, students need this information, but instructors may also refer them to a dynamic document, such as a calendar or other page on a Canvas course site. Major dates for assignments should not be changed unless students are given reasonable advance notice. If there is a different schedule for graduate students in a cross-listed class, be specific about them. Faculty are encouraged to use inclusive language in 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 how you might outline a week-based schedule.

## Course Schedule Organized by Week, Topic, and Items to Do

| Week | Topics | Items To Do & Due Dates |
| --- | --- | --- |
| Week 1September 3-7 | Introduction and overview | Read Chapter 1Post to Discussion 1 by 09/07 |

# Course Policies

**Required**: Instructors should have a section that describes course and university policies. For examples of how you may wish to articulate those that are not standardized, refer to CATL’s [Syllabus Snippets](https://blog.uwgb.edu/catl/syllabus-snippets/). The snippets may be used as-is or modified to fit your course and writing style. Note that having policies on Academic Integrity and Student Accessibility Services are required by UW System. Additionally, UW-Green Bay requires instructors to include a class policy on Generative Artificial Intelligence (GAI) and information about student support services. All other policies listed below and additional statements on CATL’s Syllabus Snippets page are recommended/optional, not required.

## Academic Integrity

**Required**: Instructors must have a statement on the consequences of failing to abide by the [UW System Academic Integrity Policy](https://docs.legis.wisconsin.gov/code/admin_code/uws/14) that includes a link to that policy. [The Dean of Students](https://www.uwgb.edu/dean-of-students/policies-procedures/faculty-staff/) provides additional information on academic misconduct and how to communicate with students about it.

## Student Accessibility Services

**Required**: 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.

## Generative Artificial Intelligence Policy

**Required**: Instructors set their own GAI policy for their courses and specific assignments within them. As of Summer 2025, it is required that your policy be explained in your syllabus.

## Student Resources

**Required**: This section should include a list of [Student Support Resources](https://www.uwgb.edu/student-affairs/student-resources/) made available by Student Affairs. It is particularly helpful because it is laid out by UWGB campus location. It is, therefore, **required** to appear in your syllabus. There are additional services (e.g., Library, Career Planning) open to UW-Green Bay students, and here is a [list of these resources](https://blog.uwgb.edu/catl/instructor-resources/student-resources/) that you can include, if you wish, as a supplement to the required Student Support Resources. Language such as the following may be helpful: “UW-Green Bay wants all students to be aware of the academic, wellness, financial, and other support resources that are available to them. Please follow [this critical weblink to a list of Student Support Resources](https://www.uwgb.edu/student-affairs/student-resources/) listed by campus location and reach out if they can be of help to you. Some additional services, [such as library and technology support, can be found on a different page](https://blog.uwgb.edu/catl/instructor-resources/student-resources/).”

## Navigate Statement

**Recommended/Optional:** You may consider adding this statement about Navigate:

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 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.

## Class Attendance/Participation

**Recommended/Optional**: Indicate your expectations around attendance and participation here.

## Drop, Withdrawal, Bereavement, and Extended Absences Policies

**Recommended/Optional**: More details on these policies can be found on the [Student Services Center website](https://www.uwgb.edu/student-services/college-tasks/) and the [Dean of Students webpage](https://www.uwgb.edu/dean-of-students/attendance-absence/).

## FERPA Statement

Whether a [FERPA statement](https://blog.uwgb.edu/catl/syllabus-snippets/) is recommended or required depends on your course, but the hyperlink in this sentence includes possible text found in the Syllabus Snippets. Feel free to consult with your chair.

## HIPPA Statement

Whether a [HIPPA statement](https://blog.uwgb.edu/catl/syllabus-snippets/) is recommended or required depends on your course, but the hyperlink in this sentence includes possible text found in the Syllabus Snippets. Feel free to consult with your chair.

## Inclusivity Statement

**Recommended/Optional**: Instructors may opt to include this section and speak to inclusion and civility in the class, to the acceptance of diverse perspectives in discussions, etc.

## Religious/Cultural Observance

You are not required to include the following policy in your syllabus, but [you are required by law to follow it](https://docs.legis.wisconsin.gov/code/admin_code/uws/22). Sample language is as follows:
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 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.

## Student Advocacy/Student Complaints

**Recommended/Optional/Encouraged**: Instructors are encouraged to include the following or a similar statement in their syllabus:

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 chairperson of the relevant academic unit. [Contact information for chairs](https://www.uwgb.edu/provost/directories/academic-programs/) can be found on the Provost’s webpage.

## UWGB Land Acknowledgement

**Recommended/Optional/Encouraged**: The [text of the Land Acknowledgement and information about its use](https://www.uwgb.edu/student-affairs/uw-green-bay-land-acknowledgment/) in general and in syllabi more specifically can be found by following the hyperlink provided.