**Syllabus Template - Updated December 11, 2023** (highlights and \*\* indicate recent changes)

[To instructors: This template outlines the required sections and contents of an effective course syllabus and provides 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. **The syllabus and course schedule should be distributed to students by the first day of class and be available on Blackboard to students throughout the semester**.]

**Course Number & Title**

**Syllabus – Semester and Year**

**Instructor Information** [Required]

Name

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

Student drop-in (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 Mode – Add per HLC]

**Welcome Statement - About This Course** [Recommended]

* A brief description, written to the students in a conversational tone, 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, and how students will benefit from them.
* See [this example](https://docs.google.com/document/d/1LHCyCeUSNi-XhMs12oKXhMvzyAGHyeaxr_sTsEdMmu4/edit) of a welcome statement that conveys the above points clearly & warmly.
* Here are [examples](https://collegetransitioncollaborative.org/syllabus-review-guide/) of the instructor communicating they have a “growth mindset” rather than a “fixed mindset” about students’ abilities.

**Course Description** [Required]

[Copy the description from the USI [Bulletin](https://bulletin.usi.edu/) here.]

**Course Learning Outcomes** [Required]

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

1. Describe specific, measurable student outcomes that students should be able to learn or do by engaging in the course.
2. Start with a measurable, action verb from [Bloom’s Taxonomy](https://www.celt.iastate.edu/teaching/effective-teaching-practices/revised-blooms-taxonomy/), not “understand” or “know”.

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

[Program Goals - Add per HLC]

**Textbook and/or Course Materials** [Required]

**Course Policies and Expectations** [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

**Grading, Assignments, Exam, and Related 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, including the time and time zone.
* Policies on late assignments, exams, makeup, resubmissions, and/or re-grading
* Definitions or examples of what is cheating for this course, including permissible and impermissible behaviors. Describe possible sanctions for the levels of violation.
* Policies on generative AI specific to this course (see examples below and [additional examples](https://www.usi.edu/cetl/teaching-and-learning/ai-tools-and-teaching))

**AI Tools Use in This Course** [Recommended. Added April 2023; see [AI Tools and Teaching Guidance](https://www.usi.edu/cetl/teaching-and-learning/ai-tools-and-teaching)]

Artificial intelligence (AI) tools that generate text, images, code, and other content are widely available. If you submit work containing any content generated by AI when not explicitly allowed and not in a way directed by me, the instructor, then this will be considered academic dishonesty and a violation of USI’s academic integrity policy. If you are not sure about what may be academic dishonesty or plagiarism and what is acceptable use in this course and on specific assignments, please contact me to discuss.

[Example 1, as applicable] **Generative AI use is prohibited**.

You are not permitted to use AI tools that generate content (such as ChatGPT, Bing Chat, Bard, DALL-E) for work done for this class. Writing, analytical, and critical thinking skills are part of your learning outcomes in this course; therefore, all writing assignments should be prepared by you, the student. Content created by generative AI tools may not be considered your own original work.
This course assumes that work submitted by students (all process work, drafts, final versions, and all other submissions) will be generated by the students themselves, working individually or in groups (as directed).

[Example 2, as applicable] **Generative** **AI use only with prior permission or direction by the instructor**.

In general, the use of AI tools that generate content (such as ChatGPT, Bing Chat, Bard, DALL-E) is not permitted for work done for this class, except for specific assignments that I have identified and given specific guidelines for appropriate use of AI tools.
All work submitted in this course must be your own. Contributions from anyone or anything else (including generative AI tools such as ChatGPT, when permitted) must be properly quoted, cited, or attributed every time they are used. When permitted for use in specific assignments, you must clearly identify the use of generative AI tools in your submission by citing which AI tool was used and the prompts you used to generate the content.

**Additional Course Information** [Recommended]

* [Tips to students](https://collegetransitioncollaborative.org/syllabus-review-guide/) on how to be successful in the course, such as using course resources, recommended tips for assignments and assessments, and student drop-in hours (office hours)
* Student resources such as [Academic Skills](https://www.usi.edu/university-division/academic-skills) and Writing Center hours, [Rice Library](https://www.usi.edu/library/), [IT](https://www.usi.edu/it), [University Health Center](https://www.usi.edu/health-center/), [[Counseling and Psychological Services](https://www.usi.edu/counseling-and-psychological-services) (CAPS)](https://www.usi.edu/counselingcenter)

**Course Materials Use and Recordings** [Recommended. Added August 2020; link updated Dec 2023]

**Course Materials** [If applicable]

My lectures and course materials, including presentations, tests, exams, outlines, and similar materials, are protected by copyright. I am the exclusive owner of copyright in those materials I create. I encourage you to take notes and make copies of course materials for your own educational use. However, you may not, nor may you knowingly allow others to reproduce or distribute lecture notes and course materials publicly without my express written consent. This includes providing materials to commercial course material suppliers such as Course Hero, Chegg, and other similar services. Students who publicly distribute or display or help others publicly distribute or display copies or modified copies of an instructor's course materials may be in violation of The [Student Rights and Responsibilities: Code of Student Behavior](https://www.usi.edu/student-policy). Similarly, you own copyright in your original papers and exam essays. If I am interested in posting your answers or papers on the course web site, I will request your written permission.

**Recorded Class Sessions** [If applicable]

Some of the sessions in this course may be recorded or live-streamed. Such recordings/streaming will only be made available to students registered for this class. Students may not share these sessions with others not in the class or upload them to any other online environment. Doing so would be a breach of the Code of Student Behavior, and, in some cases, a violation of the Federal Education Rights and Privacy Act (FERPA).

**Proctorio Online Proctoring** [Recommended - if applicable. Added September 2022]

Online exams and quizzes within this course require online proctoring. Therefore, you will be required to have a webcam (USB or internal) with a microphone when taking an exam or quiz. Use the [Google Chrome browser](https://www.google.com/chrome/downloads/) or [Microsoft Edge web browser](https://www.microsoft.com/en-us/edge), and download the [Proctorio Extension](https://getproctorio.com/).

* If you need privacy or a stable internet connection, Rice Library offers space with a computer for taking your proctored tests. There are rooms available during the Library’s open hours on a first-come, first-served basis. You can reserve a room online up to 30 days in advance using the [booking calendar](https://usi.libguides.com/appointments).
* Please view additional information on the [Online Proctoring Student FAQ](https://www.usi.edu/online-learning/student-services/) webpage.
* Proctorio offers 24/7 support is available by email at support@proctorio.com and chat through Proctorio Extension.

**Safety: Emergency Evacuation and Shelter-in-place Instructions** [Recommended.\*\*Added August 2023. Read the guidance for instructors.]

If there is an emergency or hazard, you may need to either [evacuate the building](https://www.usi.edu/emergency/emergency-procedures/fire-and-building-evacuation) or [shelter-in-place](https://www.usi.edu/emergency/emergency-procedures/shelter-in-place).

* [Maps](https://www.usi.edu/facilities/campus-maps-and-floor-plans) for the evacuation or shelter-in-place may be found next to each elevator in a campus building or in prominent places in others.
* You are in the [Add building name], Room [Add room number] for this class. The quickest evacuation exit from this classroom is [list the nearest stairway or door to exit].
* The nearest shelter-in-place location for this classroom is [ Location ].
* Set up your [Rave Alerts](https://www.usi.edu/public-safety/campus-alerts-and-messaging) and be familiar with the [USI Emergency Procedures](https://www.usi.edu/emergency/emergency-procedures)
* Contact **USI Public Safety Emergency** at **812-492-7777**, [www.usi.edu/public-safety](https://www.usi.edu/public-safety)

**Additional Course and University Policies (Syllabus Statements**) [Required. \*\*Updated December 2023. A link to the Syllabus Statements webpage is added to all Blackboard courses starting Spring 2024, which eliminates the need to include the syllabus statement (policies) for the topics listed below. Instead, include this revised section and the following text.]

Please become familiar with the policies and guidance on the following topics by viewing the [Course and University Policies (Syllabus Statements)](https://www.usi.edu/provost/faculty-resources/syllabus-statements). This link also is available on the Blackboard course menu.

* Academic Continuity
* Academic Integrity
* AI Tools Use
* Civility and Inclusion
* Disability Accommodations
* Proctorio Online Proctoring [If applicable]
* Safety: Emergency Evacuation and Shelter-in-place Instructions
* Student Basic Needs
* Title IX - Sexual Misconduct

**Syllabus Change Policy** [Required. Suggested wording provided here.] 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** [Required]

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

Note: For Spring 2024, Monday, April 8 is an experiential learning day ([Solarpalooza](https://www.usi.edu/solarpalooza)).

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

[Syllabus Review Guide](https://collegetransitioncollaborative.org/syllabus-review-guide/). Student Experience Project. [A step-by-step guide for syllabus development or revision for creating a course that promotes equity, belonging, and growth for all 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.]

[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 article offers design elements to help students relate to the syllabus content, prepare them for the course, and focus on the learning goals ahead.]

[The Syllabus from a Student Perspective](http://www.thetattooedprof.com/wp-content/uploads/2019/09/The-Syllabus-from-a-student-perspective.pdf). Gannon, K. (2019)
[This checklist helps guides the specific information that answers questions relevant to your students. Consider presenting some of this content as a FAQ or Q&A.]

[How to Create a Syllabus](https://www.chronicle.com/interactives/advice-syllabus). Gannon, K. (2019). The Chronicle of Higher Education.
[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.]

[Tips Round-up: Syllabi](https://higheredpraxis.substack.com/p/tips-round-up-syllabi). Bayraktar, B. (2022). [Creating an engaging and student-centered syllabus.]

[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.]

[AI Tools and Teaching Guidance](https://www.usi.edu/cetl/teaching-and-learning/ai-tools-and-teaching). USI CETL.

**Inclusion and Accessibility Considerations**

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

[Creating a Warmer and More Inclusive Syllabus](https://blogs.iu.edu/citl/2023/08/01/creating-a-warmer-and-more-inclusive-syllabus/). Indiana University (2023). [This article offers guidance to make your syllabus accessible, communicate your expectations, & acknowledge hidden curriculum.]

[UDL Syllabus](http://udloncampus.cast.org/page/planning_syllabus). UDL On Campus, CAST. [This webpage offers guidance for developing the syllabus elements while considering University Design for Learning (UDL).]

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

[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.]

**Developing Course Objectives and Outcomes**

[Course Objectives & Learning Outcomes](https://resources.depaul.edu/teaching-commons/teaching-guides/course-design/Pages/course-objectives-learning-outcomes.aspx). DePaul University Teaching Commons.
[This webpage guides you through writing outcomes and provides helpful examples.]

[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.]

[Writing Learning Intended Outcomes](https://poorvucenter.yale.edu/IntendedLearningOutcomes). Yale Poorvu Center for Teaching and Learning
[This webpage provides guidance and examples on writing course learning outcomes.]

[Tip: Writing Learning Outcomes](https://higheredpraxis.substack.com/p/tip-writing-learning-outcomes). Bayraktar, B. (2021).
[Simple explanations and tips on writing outcomes: "What do students need to know and be able to do at the end of the course?" This is part of a [Backward Design](https://higheredpraxis.substack.com/p/tip-planning-by-design) series.]