[Sample Syllabus Template with instructions]

[This suggested syllabus template includes important information to share with your students. It also meets [accessibility](https://www.oakland.edu/cetl/ou-teaching-initiatives/#tab-2) and [Universal Design for Learning](https://www.oakland.edu/cetl/ou-teaching-initiatives) standards, which seek to increase access and reduce barriers for students with a variety of learning and life needs. Oakland University does not have a standard syllabus format; however, some schools/departments or courses do require a specific form. Please check with your department chair prior to creating your syllabus. We hope this suggested template will help you as you create your syllabus.]

[Remove all text that appears in brackets as you finalize your document. Keep heading styles as they are, as they help students using screen readers better navigate and comprehend the content.]

**Title of Course**

**Oakland University, School or College, Department**

# **Course Information**

**Course number** *[four-digit as of fall 2017, also include original three-digit version] [If cross-Listed list both numbers]*, **CRN** [section]

**Fall/Winter/Summer Year, Class Location, Number of credits**

**Day/Time/ Date range of course duration** [for in-class meeting sessions, include any online synchronous sessions as well]

**Course description** [Copy course description (and pre-reqs/co-reqs) directly from OU Course Catalog]:

**General Education requirement** **[(if applicable. If not, remove heading)** If this course satisfies a Gen Ed. Requirement list the category/categories appropriate. e.g. Foundations, Knowledge, Integration, Diversity, Writing, etc. Paste verbatim from [General Education Assessment page](https://www.oakland.edu/oira/assessment-of-student-learning/general-education-assessment/). Link to General Education Assessment page: https://www.oakland.edu/oira/assessment-of-student-learning/general-education-assessment/]:

**Course format** [e.g. partially-online, off-campus meeting sites, traditional face-to-face]:

# **Professor Information**

**Name:**

**Office Location**: Building, room number

**My office hours** are on xyz day(s), time(s) and by appointment.

**You can reach me** at [office phone number] or at [emailaddress@oakland.edu](mailto:emailaddress@oakland.edu) [You may include how quickly you will respond – e.g. I will respond within 24 hours during normal business hours.]

**Professor Expectations:** [Suggestion: Lay out for students expectations of when the professor will respond to email questions, grading turnaround time or, in the case of online courses, how often the professor will log into Moodle.]

# **Learning Outcomes**

[All learning outcomes should be listed in observable, measurable terms (e.g. describe, outline, demonstrate, list, apply) and should directly relate to and be assessed by the course assignments/assessments. These learning outcomes are what should be assessed in the course. You may include how these learning outcomes will be assessed. (e.g. Conduct primary research by conducting an original interview or survey.)]

[Example:] Students will be able to:

* [First Learning Outcome, using observable/measurable verbs]
* [Second Learning Outcome, using observable/measurable verbs]
* [Third Learning Outcome, using observable/measurable verbs]
* [If applicable: If a Gen Ed. Course, indicate how the Gen. Ed. Learning Outcomes are satisfied and paste learning outcomes verbatim from [General Education Assessment page](https://www.oakland.edu/oira/assessment-of-student-learning/general-education-assessment/)]
* [If applicable: May include Graduate Learning Outcome, if cross-listed]

## **General Education Cross-cutting Capacities [If applicable. If not, remove heading]**

[If this is a Gen. Ed. Course, at least one cross-cutting capacity is required. State which one(s) and how it will be addressed: critical thinking, social awareness, effective communication, information literacy. Paste verbatim from [General Education Assessment page](https://www.oakland.edu/oira/assessment-of-student-learning/general-education-assessment/).]

# **Textbooks and Materials**

[*List required and/or recommended texts. May also include additional readings and websites.*]

Textbooks: title, author(s), publisher, year, ISBN, price, where to purchase

[Indicate whether older editions are acceptable. Consider alternative book formats (e.g. audiobook, e-book) or alternate format for accessibility and cost.]

Additional Materials [as needed]:

[clickers, calculators, Akindi forms (which have replaced Scantrons), subscriptions, technology]

# **Assignments**

* [Describe all assignments in brief, indicating type of assignment, when it is due and the grade weight.]
* [Be sure to link each assignment back to the learning outcomes of the course to provide consistent and explicit expectations.]
* [If cross-listed with undergrad/graduate, include additional graduate assignment.]
* [If possible, create embedded hyperlinks to respective assignment sheets that have more information such as full details and instructions, marking schemes/rubrics.]
* [Best practices recommend providing a range of assignment types to assess student learning, and suggest some assessment take place early in the semester to give students and faculty a sense of whether students are on track to succeed in the course. See section on Faculty Feedback for more details.]

## [Example:] **Written Assignments**

[Description, due date, grade weight, etc.]

## [Example:] **Tests/Exams**

[Description, due date, grade weight, etc.]

## [Example:] **Homework, Lab Work, Etc.**

[Description, due date, grade weight, etc.]

[Example:] **Participation**

## [Example:] **Additional Graduate Work**

[If cross-listed as undergrad/grad course]

## [Example:] **Extra Credit** **[If applicable. If not, remove heading.]**

[Be sure to indicate whether you accept extra credit, including the parameters of such work and its purpose. “This assignment connects to the xyz learning outcomes of the course.”]

# **Grading**

[Try to create a very clear grading scale for simplicity and transparency. If possible, provide direct links to pertinent areas of course content, such as detailed descriptions and rubrics to be used in evaluation. For example: “Please see the detailed rubric in our Moodle course site to see how the xyz assignments will be assessed.” It is recommended that you utilize the grade book feature in Moodle to keep up with grading throughout the term and ensure that students always know their standing in terms of their overall grade. This clarity reduces student anxiety and helps the course proceed smoothly.]

[As of Fall 2018, OU will be using a “letter grade” scale. There is no“A+”.Commonly, Satisfactory Undergraduate grades are “C” and above; Satisfactory Graduate grades are “B” and above. Certain courses/programs may require higher grade to be deemed satisfactory. Please check with your department as to specifics on grading as there is no university-wide standard to how grade values are determined.]

* A range –Comprehensive, thorough coverage of all objectives, required content, critical and higher level thinking, original and creative, sound use of English skills, both written and oral
* B range –Competent, mastery of basic content and concept, adequate use of English
* C range –Slightly below average work, has met minimum requirements but with difficulty
* D range –Has not met requirements of assignment/course, has significant difficulties in many areas
* F – Has not completed requirements; has not officially withdrawn from course before drop date

## **Oakland University Grading Scale**

|  |  |
| --- | --- |
| Scale as of Fall 2018 | Old Scale |
| A | 4.0 |
| A- | 3.7 |
| B+ | 3.3 |
| B | 3.0 |
| B- | 2.7 |
| C+ | 2.3 |
| C | 2.0 |
| C- | 1.7 |
| D+ | 1.3 |
| D | 1.0 |
| F | 0.0 |

# **Using Moodle and Other Technologies**

[Indicate the degree to which your course will utilize Moodle and other technologies and what the instructions are for accessing these. Include additional policies for using Moodle as needed (e.g. frequency for logging in). Consider providing a demonstration.]

## **Technology Back-up Plan**

* In the event that your computer crashes or internet goes down, it is essential to have a “backup plan” in place where you are able to log in using a different computer or travel another location that has working internet.
* Any files you intend to use for your course should be saved to a cloud solution (Google Drive, Dropbox, etc.) and not to a local hard drive, USB stick or external disk. Saving files this way guarantees your files are not dependent on computer hardware that could fail.

## **Technology Help**

* For help using Moodle, use the Get Help link at the top of the Moodle page (moodle.oakland.edu).
* For access to technology and in-person assistance, call or visit the [Student Technology Center](https://www.oakland.edu/stc/) (Link to Student Technology Center: https://www.oakland.edu/stc/).
* For general technology assistance, consult the OU Help Desk (Link to Help Desk: https://www.oakland.edu/helpdesk/).

## **Respect Rules of** [**Netiquette**](http://youtu.be/DwdqQjCfWSc)

* 1. Respect your peers and their privacy.
  2. Use constructive criticism.
  3. Refrain from engaging in inflammatory comments.

# [University-wide recommended syllabus statements:]

[You may copy-paste the statements below as needed. Consult your department on whether standard statements need to be provided in your syllabus.]

[Any hyperlinks should describe the link destination so that this is clear to students using screen readers. Full links in the text have also been included for students who have printed out the syllabus.]

# **Classroom and University Policies**

## **Classroom Behavior**

1. [**Academic conduct policy**](https://www.oakland.edu/deanofstudents/policies/)**.** All members of the academic community at Oakland University are expected to practice and uphold standards of academic integrity and honesty. Academic integrity means representing oneself and one’s work honestly. Misrepresentation is cheating since it means students are claiming credit for ideas or work not actually theirs and are thereby seeking a grade that is not actually earned. Following are some examples of academic dishonesty:
   1. Cheating. This includes using materials such as books and/or notes when not authorized by the instructor, copying from someone else’s paper, helping someone else copy work, substituting another’s work as one’s own, theft of exam copies, falsifying data or submitting data not based on the student’s own work on assignments or lab reports, or other forms of misconduct on exams.
   2. Plagiarizing the work of others. Plagiarism is using someone else’s work or ideas without giving that person credit; by doing this, students are, in effect, claiming credit for someone else’s thinking. Both direct quotations and paraphrases must be documented. Even if students rephrase, condense or select from another person’s work, the ideas are still the other person’s, and failure to give credit constitutes misrepresentation of the student’s actual work and plagiarism of another’s ideas. Buying a paper or using information from the World Wide Web or Internet without attribution and handing it in as one’s own work is plagiarism.
   3. Falsifying records or providing misinformation regarding one’s credentials.
   4. Unauthorized collaboration on computer assignments and unauthorized access to and use of computer programs, including modifying computer files created by others and representing that work as one’s own.

For more information, review OU’s [Academic Conduct Regulations](https://www.oakland.edu/deanofstudents/conduct-regulations/). (Link to Academic Conduct Regulations: https://www.oakland.edu/deanofstudents/policies/)

1. **Behavioral Code of Conduct**. Appropriate behavior is required in class and on campus. Disrespectful, disruptive and dangerous behavior are not conducive to a positive learning environment and may result in consequences. Core Standards for Student Conduct at OU includes
   1. Integrity. See academic conduct policy points above.
   2. Community. Policies regarding disruptive behavior, damage and destruction, weapons, and animals.
   3. Respect. Policies regarding harassment, hazing, and [sexual misconduct](https://www.oakland.edu/policies/health-and-safety/625/) (Link to Sexual Misconduct policy: https://www.oakland.edu/policies/health-and-safety/625/)
   4. Responsibility. Policies regarding alcohol, drugs, and other substances

See the[**Student Code of Conduct**](https://www.oakland.edu/deanofstudents/student-code-of-conduct/philosophy-and-purpose/)for details. (Link to Student Code of Conduct: https://www.oakland.edu/deanofstudents/student-code-of-conduct/philosophy-and-purpose/)

## **Accommodation and Special Considerations**

Oakland University is committed to providing everyone the support and services needed to participate in their courses. Students with disabilities who may require special accommodations should make an appointment with campus [Disability Support Services](https://www.oakland.edu/dss/) (DSS). If you qualify for accommodations because of a disability, please submit to your professor a letter from Disability Support Services in a timely manner (for exam accommodations provide your letter at least one week prior to the exam) so that your needs can be addressed. DSS determines accommodations based on documented disabilities. Contact DSS at 248-370-3266 or by e-mail at dss@oakland.edu.

For information on additional academic support services and equipment, visit the [Study Aids](https://www.oakland.edu/dss/study-aids/) webpage of Disability Support Services website. (Link to Disability Support Services website: https://www.oakland.edu/dss/)

## **Attendance policy**

[There is no OU-wide attendance policy, although certain departments and programs have these policies. Please check with your department ahead of time. If your department or school does not have an attendance policy, include your own.]

## **Excused Absence Policy**

This policy for university excused absences applies to participation as an athlete, manager or student trainer in NCAA intercollegiate competitions, or participation as a representative of Oakland University at academic events and artistic performances approved by the Provost or designee. A student must notify and make arrangements with the professor in advance. For responsibilities and procedures see [Academic Policies and Procedures](https://www.oakland.edu/provost/policies-and-procedures/). (Link to Academic Policies and Procedures: https://www.oakland.edu/deanofstudents/conduct-regulations/)

## **Religious Observances**

Student should discuss with professor at the beginning of the semester to make appropriate arrangements. Although Oakland University, as a public institution, does not observe religious holidays, it will continue to make every reasonable effort to help students avoid negative academic consequences when their religious obligations conflict with academic requirements. See The [OU Diversity Calendar](https://www.oakland.edu/diversity/calendar/) for more information. (Link to calendar: https://www.oakland.edu/diversity/calendar/)

## **Add/Drops**

The university policy will be explicitly followed. It is the student’s responsibility to be aware of [deadline dates for dropping courses](https://www.oakland.edu/registrar/registration/dropornot/) and officially drop the course. (Link to deadlines for dropping courses: https://www.oakland.edu/registrar/registration/dropornot/)

## **Faculty Feedback: OU Early Alert System**

[[Faculty Feedback](https://www.oakland.edu/uge/faculty-feedback/) is a OU’s early alert system, which allows faculty to indicate whether students are at risk of not succeeding in a course. The system allows faculty to give students feedback on what issue has occurred and how they can best resolve the issue. Faculty Feedback is required for courses up to the 2000 level, but can be used for courses at any level. Link to Faculty Feedback for faculty: https://www.oakland.edu/uge/faculty-feedback/]

As a student in this class, you may receive “[Faculty Feedback](https://www.oakland.edu/advising/faculty-feedback/)” in your OU e-mail if your professor identifies areas of concern that may impede your success in the class. Faculty Feedback typically occurs during weeks 2-5 of the Fall and Winter terms, but may also be given later in the semester and more than once a semester. A “Faculty Feedback” e-mail will specify the area(s) of concern and recommend action(s) you should take. Please remember to check your OU email account regularly as that is where it will appear. This system is to provide early feedback and intervention to support your success. (Link to Faculty Feedback for students: https://www.oakland.edu/advising/faculty-feedback/)

## **Emergency Preparedness**

In the event of an emergency arising on campus, the professor will notify you of actions that may be required to ensure your safety. It is the responsibility of each student to understand the evacuation and “lockdown” guidelines to follow when an emergency is declared. These simple steps are a good place to start:

* OU uses an emergency notification system through text, email, and landline. These notifications include campus closures, evacuation, lockdowns and other emergencies. [Register for Emergency Notification](https://oupolice.com/). (Link to register for emergency notification: https://oupolice.com)
* Based on the **class cellphone policy**, ensure that one cellphone is on in order to receive and share emergency notifications with the professor in class.
* If an emergency arises on campus, call the OUPD at **248-370-3331**. Save this number in your phone, and put it in an easy-to-find spot in your contacts.
* Review protocol for evacuation, lockdown, and other emergencies via the classroom’s red books (hanging on the wall) and at [Oakland University Police Department’s Emergency Management webpage](https://oupolice.com/em/). (Link to emergency management webpage: https://oupolice.com/em/)
* Review with the professor and class what to do in an emergency (evacuation, lockdown, snow emergency).

## [Additional items to be included at your discretion]

1. Missing of tests or assignments
2. Dress code
3. Cellphone/Mobile device policy

# Tentative Course Schedule

[Provide a clear list of assignments and work to be done during the course, complete with dates and noted deadlines. It is recommended to provide both styles of your calendar (list and table) to meet accessibility standards. If you use colored font to indicate emphasis, be sure that you are not relying on color alone to indicate important information to benefit colorblind students. Separate your course by units or by weeks of the semester. Suggestion: Put course calendar on a separate page so students can keep it handy.]

## [Schedule Design 1 of 2]

[This listed format helps students who use a screen reader comprehend the schedule content. See the next page for an alternative table format. If using Moodle, design your course page to match this course calendar by using weekly blocks.]

## Week 1, date to date

[Clarify what work needs to be completed by class time. Specify when assignments are due, how they are turned in, and how many points each is worth (be redundant for clarity and consistency). Topics, readings, class format, due dates and any additional comments]

## Week 2, date to date

[Topics, readings, class format, due dates and any additional comments]

## [Add more weeks as needed.]

## [Schedule Design 2 of 2]

[This table format helps students visually organize information, and the use of headings eases comprehension for students who use a screen reader. Add more columns as needed.]

## Week 1, date to date

|  |  |  |
| --- | --- | --- |
| **Topics/Activities:** | **Assigned Readings/Activities:** | **Due:** |

## Week 2, date to date

|  |  |  |
| --- | --- | --- |
| **Topics/ Activities:** | **Assigned Readings/Activities:** | **Due:** |

## [Add more weeks as needed.]

[Clarify what work needs to be completed by class time. Specify when assignments are due, how they are turned in, and how many points each is worth (be redundant for clarity and consistency). Topics, readings, class format, due dates and any additional comments]

[Be sure to note important changes in the schedule and discuss these as a class. Make a revised version of the course calendar available both digitally and as a hard copy to ensure that all students are using the most up-to-date version. Be sure these changes are also reflected on your Moodle course page.]

[May include additional separate pages for supplemental information: full assignment descriptions, marking schemes, rubrics, etc.]

[If you have questions or would like support in using this syllabus template, please contact the CETL Director, Judy Ableser, at ableser@oakland.edu.]