

# WCU COURSE SYLLABUS TEMPLATE

*<Note for screen readers – the following text is highlighted and intended for guidance – it should be deleted before publication and creation of course content by the instructor:>*

*The WCU Coulter Faculty Commons has produced a model syllabus template will serve as a template format for instructor use when a paper version is needed or when the learning centered syllabus information included in Canvas courses on the Syllabus page with the “Course Information” module in the WCU course framework template is not used. This update for use in courses for SPRING 2022 has replaced printed syllabus content with a web link to a page that the CFC will maintain with updated links and wording for current university policy, student and technical supports. THE CFC RECOMMENDS that faculty consider transitioning to a digital syllabus that fully uses the Canvas Syllabus tool which includes a text introduction (the standard course syllabus content with links to the persistent policies and support in a format that is readable and adaptive to any device – including screen readers for the visually challenged) and links to designated inattentional policies and support information. By default, the syllabus tool will also include due dates and to-do items designated by the instructor by date (eliminating the need for major re-formatting every semester on the part of an instructor of a schedule) <This concludes the introductory guidance and material that should be deleted before distribution to students – other guidance is also highlighted in italics, and with the color red as needed below.>*

## GENERAL COURSE INFORMATION

Course Abbreviation and Number:

Course Title:

Semester and Year (Start Date to End Date):

Number of Credit Hours:

## INSTRUCTOR INFORMATION

Name *(preferred method of addressing):*

Office Address

Campus/Office Hours: *(Remote and/or In-Person)*

Phone Contact Number(s):

Email Address:

Course Support/Teaching Assistant contact information: *(if applicable*)

Quote/Slogan:

## COLLEGE/DEPARTMENTAL INFORMATION

College of

Department of

Location of Departmental Office:

Preferred contact information for the Department:

## COURSE AIMS AND OBJECTIVES

Brief statement of teaching philosophy: *(Optional)*

Discuss how the course fits into the overall curriculum. *Answering questions like, “How will this course contribute to them professionally? and “Why the course is useful?”*

Couse Introductory Information: *Orient students to the discipline if this is an introductory course.*

Learning Outcomes: *List 4-5 broad learning outcomes that reflect what the students will learn and the skills they will develop by successfully completing the course. “By the end of this course, students will…”*

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4. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
5. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Course Learning Objectives: *List 3-5 specific learning objectives. For example: What will students know or be able to do after completing the course? What skills or competencies do you want them to develop? If appropriate, be clear about what the course will not address.*

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| **Tip:** Use active verbs, list as specifically as possible the learning outcomes the course is intended to produce. It is helpful here to think about the kinds of evidence you will need to assess the students’ learning as your objectives should drive your assessment and grading. Your goal should be 3-5 outcomes for a normal 3-credit hour class. |

## COURSE MATERIALS

Textbooks and Readings by author and editions: *When possible, explain connections to the course goals and how the text and readings address them. If readings are placed on reserve in the library, discuss library policy.*

Additional equipment or materials needed: *Include where students can obtain them.*

## ASSIGNMENTS *Be as specific as possible about:*

Types of activities/exams/quizzes/exercises/projects/papers:

Timely Submissions & Expectations for Performance:

Expectations for Submitting Required Work - *Describe expectations for submitting required work—generally when are assignments due (whether you expect students to have completed work or readings before class, by midnight, etc. and the degree of understanding that you expect.)* ***Note:*** *Remember to include how they should be submitted (paper, via Canvas, etc.)?*

Other Requirements: *Such as group assignments, individualized consultation, etc.*

Expectations for Participation in Discussions:

Late assignments:

Make-up options:

Extra credit:

Deadline extensions:

GRADING

Evaluation and How grades are assigned:

How to calculate or find grades at any point in the course: *This includes components of final grade, weights assigned to each component, information regarding grading on a curve or scale, etc.*

FACULTY EXPECTATIONS OF STUDENTS/COURSE POLICIES

*Students must be familiar with the class attendance, withdrawal, and drop-add policies and procedures. Discuss your policies clearly regarding:*

Students’ Responsibilities in the learning process:

Attendance:

Reporting illness:

Cheating and Plagiarism:

Classroom Expectations / Expected classroom behavior:

Civil Discourse at Western Carolina University:

Technology Required:

Respondus LockDown Browser: *Use the table for LockDown Browser and include suggested information*

STUDENT RESOURCES

Campus Resources: *Such as tutoring, study skills help, etc. and how to obtain additional help info for tutors, teaching assistants, supplemental instruction (suggested links are below with additional links on pg. 5)*

Writing and Learning Commons (WaLC)

Tutoring for Distance Students

Math Tutoring Center

Hunter Library

Mentoring and Persistence to Success (MAPS)

Canvas Support Information

[WCU’s Academic Calendar](https://www.wcu.edu/learn/academic-calendar.aspx) *(Required)*

INSTITUTIONAL POLICIES

*For detailed policy language select the links to copy information from each policy page or refer to statement in Canvas on the “****Institutional Policies****” page in the “Course Information” Module of the WCU Syllabus template.*

[Statement for Wearing Masks](https://www.wcu.edu/coronavirus/academic-affairs-faq.aspx) *(Required)*

[Community Vision for Inclusive Excellence Statement](https://www.wcu.edu/discover/diversity/eodp/) *(Required)*

Course Recording and Broadcasting *(*[*University Policy 122*](https://www.wcu.edu/discover/leadership/office-of-the-chancellor/legal-counsel-office/university-policies/numerical-index/university-policy-122.aspx)*)*

[Accommodations for Students with Disabilities](https://www.wcu.edu/learn/academic-services/disability-services/index.aspx) *(Required)*

[Academic Integrity Policy](https://www.wcu.edu/experience/dean-of-students/academic-integrity.aspx) and Reporting Process: *(Required)*

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| ADDITIONAL INFORMATION  * Glossary of terms/acronym key: * Statement about sensitive or potentially disturbing information or activities covered in the course: * Estimate of student workload: *Give students a sense of how much preparation and work the course requires. (Remember that yours is not the only class that they’re taking.)* * Tips for Success: *Advice from previous students* |

COURSE CALENDAR

*The course calendar should outline themes/topics to be covered, reading requirements, assignment due dates, etc.*

*Remember to:*

* *List important dates such as last drop date, registration dates for the next semester, etc.*
* *Include dates and times of any exams scheduled outside of class time*
* *Final Exam Information (Required) - Highlight the date and time of final exam*

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| **Tip:** Consider any potential conflicts when scheduling projects, presentations, and exams. *(reference an* [*Interfaith Calendar*](http://www.interfaith-calendar.org/)*)* |

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## GRADING

[Indicate your grading scale and describe your grading criteria (a narrative description of what constitutes exemplary/satisfactory/unsatisfactory work). WCU uses a +/- grading system for undergraduate courses. (Please refer to WCU Faculty Handbook 5.12 or the WCU Academic Catalog for further guidance.) You should also indicate relative weight/points of all major assignments, and primary methods of assessment. It is a good idea to indicate how the grading/assessment meets the course objectives / SLOs / outcomes stated above.  Listing the outcome number from above assists students in seeing how specific actions match student learning outcomes.  If more rows are needed: using Word, select the bottom row, click layout on the ribbon at the top of the screen, then you will see the insert below button.]

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| **Grade** | **Range** | **Interpretation** | |
| A+ | 90-100 | Excellent | I = Incomplete |
| A | Excellent | IP = In Progress |
| A- |  | S = Satisfactory |
| B+ | 80-89 |  | U = Unsatisfactory |
| B | Good | W = Withdrawal |
| B- |  | AU = Audit |
| C+ | 70-79 |  | NC = No Credit |
| C | Satisfactory |  |
| C- |  |  |
| D+ | 60-69 |  |  |
| D | Poor |  |
| D- |  |  |
| F | 59 and below | Failure |  |
| WF |  | Withdrew/Failing |  |

Click the Following Link to Review

# [Required Links to Institutional Policies, Required Syllabus Statements for Online Proctoring and Originality/Plagiarism Guidance and Other Student Supports](https://www.wcu.edu/learn/faculty/coulter-faculty-commons/teaching-and-learning/syllabus-additional.aspx)