# Course Name

CODE: 1234 (CRN: 12345)

Semester 20XX; Start Date – End Date

Course Modality, Meeting Times, and Location (# cr.)

# Contact Information

Professor: Professor Name

Pronouns: They/Their/Theirs; She/Her/Hers; He/Him/His

Office: Office building and number

Phone: Office phone number

Email: YSU email address

Preferred Contact Method: List the preferred method for student contact.

Student Support Hours: Consider including availability for a variety of access types (in-person, virtual, email). We recommend calling “Office Hours” by the name “Student Support Hours” to help students perceive these as a welcoming space.

## Communication Expectations: Provide students with guidance on expected turnaround time when they contact you (i.e. you typically respond to email within 24 hours). Provide students with guidance on how long they should expect assignments/assessments to be graded.

# Catalog Description

Include the official [course catalog](https://catalog.ysu.edu/) description, including prerequisites (if applicable).

# Course Materials

Include required and optional textbook, software, and all other course materials. Establish the type(s) of technology students will need to be able to fully participate in the course; for example: WebEx, Microsoft Teams, or Zoom videoconferencing platform, webcam (integrated into computer or separate), microphone (integrated into computer, separate, or part of headphones), speakers (integrated into computer or part of headphones). You may also share a link to [computer lab locations](https://ysu.teamdynamix.com/TDClient/2000/Portal/KB/ArticleDet?ID=85115) on campus.

# Course Learning Outcomes/Objectives

YSU is accredited by the Higher Learning Commission (HLC). One criterion for remaining accredited is that YSU maintains “expectations for student learning” (4.A.4). One way this is demonstrated is through the inclusion of course learning outcomes/objectives (LOs) in your syllabus. Include your course LOs.

# General Education, Program, or Degree Learning Outcomes/Objectives

If applicable, include general education, program, or degree LOs. Contact leadership in your program/department/college about any standards or learning objectives that are required for accreditation.

# How to Succeed in This Course

Let students know that you want them to succeed in your course. Define what “success” means for the specific course and your expectations for them as students enrolled in the course. Include any expectations you may have for participation and/or engagement with the course and course content. Encourage students to attend your “Student Support Hours” to answer any course questions they may have.

## How to Get Help

Consider modifying the language below and linking to university resources. You can highlight specific resources that may be applicable to your course, such as the Math Assistance Center, or direct students to the page that lists resources.

YSU is committed to your success. As a student you have access to several resources that may be instrumental in helping you succeed in this course and others. Please do not hesitate to utilize any of these [free support services](https://ysu.edu/institute-teaching-and-learning/student-resources) to support your academic success, physical and mental health, and help you navigate your time as a YSU student.

# Attendance Expectations

Link to the [YSU Attendance Policy](https://catalog.ysu.edu/undergraduate/general-information/academic-policies-procedures/grading-system/) which addresses excused absences for participation in university-sponsored events, government-related activities, religious observances, death of a family member, and documented personal illness.

Describe your specific course attendance policy for unexcused absences. Attendance policies should be phrased to communicate the benefits of attendance to the student. YSU is a student-centered university. Student-centered policies remove or reduce barriers to student retention and increase student persistence to graduation by providing students fair and equitable opportunity for course completion. Such policies acknowledge that students are simultaneously affected by the needs and demands of family, employers, and other courses, among other socio-cultural influences. Accordingly, accommodations that enhance students’ opportunity and access to learning are encouraged. Student-centered attendance policies allow for flexibility and understanding of students’ lives.

Attendance is important and encourages student success, but be sure to be clear to students about your expectations for attendance and why attendance is important. If you assign points to attendance, consider offering a few “free-passes” or alternate ways to make-up a missed class. Particularly if you are teaching a synchronous online course, account for technology issues by recording your live sessions and allowing students to watch at a later time.

# Late Work Submission Policy

Include your course-specific late-work policy. Student-centered late assignment submission policies are phrased in terms of the percentage or points late work is eligible to earn, rather than in terms of penalty or deduction. For example, “Late work is eligible for credit according to the following schedule: one day past due = 75%, three days past due = 50%, one week past due = 25%.” In courses where late work is widespread or that are assignment-heavy, consider a policy such as, “Students are permitted two late assignment submissions in this course.”

# Additional Course Expectations

If applicable, include any course expectations/policies about class decorum, participation, cell-phone/technology use, assignment revision, etc. Write these expectations using language that is clear for students, and communicates the benefit to students or rationale for why you are including the expectation.

# Assignments/Assessments

List assignments/assessments. Consider connecting the assessment to the course learning outcome it supports. This student-centered practice helps students see purpose in the work they are doing, and its connection to the overarching goals of the course.

Student-centered courses include multiple means of assessment (exercises, activities, projects, papers, quizzes, exams, etc.), that are both formative (i.e., that allow students to practice, progress, receive feedback, perhaps revise work on concepts they are in the process of learning) and summative (i.e., that evaluate grasp of concepts after they have acquired the knowledge) in nature. Low-stakes and participation-based activities are encouraged, as are other diverse methods for students to earn course points.

# Grading and Grading Scale

Include assignment, points, percentage and final grade scale with point totals. Be sure to indicate whether you are using a weighted or non-weighted grading scale. Consider including the link to the [YSU Grading System](https://catalog.ysu.edu/undergraduate/general-information/academic-policies-procedures/grading-system/), which includes information about grading options, withdrawals, and repetition of courses.

## Honors Contract Language

An Honors Contract is a way for students to earn honors credit for a non-honors course. To inform students whether a contract honors option for the course is available, please consider adding language about honors contract to your syllabus. [Find out more about Honors Contracts](https://ysu.edu/institute-teaching-and-learning/honors-contract-language) or delete this section if it does not apply to your course.

# University Policies

You are welcome to copy and paste [required university policies](https://ysu.edu/institute-teaching-and-learning/university-policies) into your syllabus. However, you may consider using the language below and linking to policies. Linking will allow you to not have to update your syllabus should policies change. **Note: Only link to policies if you are sharing your syllabus in an online format.**

[University policies](https://ysu.edu/institute-teaching-and-learning/university-policies) can be found online and provide you guidance on your rights as a student in this course. The links below take you directly to a specific policy. Should you have any questions about a policy, please do not hesitate to contact me using the information at the top of the syllabus.

* [Statement of Non-Discrimination from the University](https://ysu.edu/institute-teaching-and-learning/university-policies#discrimination)
* [Academic Integrity/Honesty](https://ysu.edu/institute-teaching-and-learning/university-policies#integrity)
* [Student Accessibility](https://ysu.edu/institute-teaching-and-learning/university-policies#accessibility)
* [Incomplete Grade Policy](https://ysu.edu/institute-teaching-and-learning/university-policies#incomplete)
* [Classroom Safety and Health Protocols](https://ysu.edu/institute-teaching-and-learning/syllabus-university-policies)

# Tentative Course Schedule (Subject to Change)

Consider including this language:

The course schedule, policies, procedures, and assignments in this course are subject to change in the event of extenuating circumstances, by mutual agreement, and/or to ensure better learning.

| Date | Proposed Topic | Due/To Prepare for Class  |
| --- | --- | --- |
| Fill in your course dates; check the [semester calendar](https://ysu.edu/registrar/calendars) | Write in proposed topics to be covered in your course with the corresponding date. Consider indicating which course learning outcome aligns with the given topic. | Let students know what is due or how to prepare for the course session; Press “tab” on your keyboard to add new rows |