

Syllabus Template

Instructions for using this Course Syllabus Template

- The syllabus template is broken into discrete sections, which can be rearranged, removed, or modified to fit your course and teaching style.
- The syllabus template includes references to and instructions for accessing the various tools included in Canvas *commonly used by instructors*.
- Adjust descriptions of activities and outcomes in the syllabus template to fit your course and make sure all required items remain.
 - **Required text:** Within the template, non-italicized and black-colored text indicates **REQUIRED** course information according to the [University Syllabus Policy](#). View the checklist of required elements in the next section.
 - **Replace text:** Look for **[bracketed text – also indicated with green colored text]** used as a placeholder to indicate that you need to update with details for your course. *Be sure to edit these notes before finalizing your syllabus and change the text color to black.*
 - **Optional Text:** Look for the **text with an asterisk (*) before and after – also indicated with purple-colored text*** used as a placeholder to indicate highly suggested information needed, text you could change, or notes. *Be sure to read these sections and change/delete the language to fit your course needs and change the text color to black.*
 - Be sure to remove references to tools, activities, or outcomes you do not plan to use in your course.

Resources

In addition to this syllabus template, the following resources are available as you create your syllabus.

- [The Center for Teaching and Learning \(CTL\) Located at AIRC 3005](#)

Contact the Center for Teaching & Learning (CTL) at ctl@csus.edu for questions and assistance with overall design and organization of the syllabus. The mission of CTL is to provide mentoring and support evidence-based and inclusive practices that engage teaching excellence to enhance and transform student learning experiences.

- [IRT's Academic Technology Services \(ATS\) Located at AIRC 2005](#)

Contact IRT's Academic Technology Services (ATS) at servicedesk@csus.edu for accessible instructional materials training and support. The ATS is here to support faculty with accessibility and Universal Design for Learning practices, instructional materials creation/remediation, and more.

- **[Inside Academic Affairs: Grade Appeal Policy & Process](#)**

Your course syllabus is a source of information that can be used in the grade appeals process. Review your [letter grade and percentages](#) for accuracy and is consistent with the grading scheme in your Canvas course. For help setting your grading scheme in Canvas, contact the IRT service desk at service@csus.edu.

Make Your Syllabus Accessible

If you use your existing syllabi, you need to review your document for accessibility and make any updates to [ensure the formatting is accessible](#).

This syllabus template is designed for accessibility (including the tables inserted as placeholders). Using this syllabus template is your first step toward creating an accessible syllabus. You may also want to visit the [Universal Design for Learning program](#) website to access resources about how to create accessible instructional materials in Canvas, Microsoft Word, PowerPoint and in Adobe Acrobat. Consider the following elements of an accessible syllabus:

1. **Easy to read and navigate:** Use concise details, consistent and clear titles of assignment, and sections of your syllabus. Be thoughtful of readability for non-native English speakers and students with learning disabilities (i.e., dyslexia).
2. **Structure for accessible technologies:** Design your syllabus to be read by screen readers, braille devices, and screen magnification tools.
3. **Create a course schedule in table format:** Be concise and organized in your presentation of the agenda for the semester. Use clear column and row headers.

Make Your Syllabus Welcoming

The syllabus is your first opportunity to build a connection with your students and give them an impression of what they can expect from you and the course. In addition to policies, objectives, and assignments, your syllabus can demonstrate your teaching style, values, and commitment to helping every student in your course.

A welcoming syllabus utilizes language, policies, principles, and structure to promote access and opportunities for all your students. Use language that is affirming and supportive. We aim to acknowledge that our students have diverse skills, abilities, and cultural or social backgrounds and that we, as faculty, are there to mentor students through the course and be transparent about the learning process and why it's relevant to student success. Consider the following elements:

1. **Warm and welcoming language** Consider your tone of voice – how will a student perceive your tone? Do you sound approachable? You have one chance to make a warm and welcoming first impression.

2. **Student-centered language:** Instead of focusing on course content that will be taught, instead, focus on what students will learn, need to do, and the skills they will gain.
3. **Supportive language** What resources will students need to be successful? Communicate with them that you are committed to their success. Detail what you expect from them as students and what they can expect from you as their facilitator of learning.
4. **Clear understanding of course policies:** Use approved syllabus language where required and add clear explanations or examples of what that looks like in your course. Explain the rationale behind the policies or expectations. For your course, policies (those you have control to modify), reframe those to demonstrate support and empathy towards students.

Syllabi Required Elements

Use the following list to review your syllabus to ensure it contains all the required elements. All course syllabi must include the following components:

- A. Course Information
 1. University approved course title and number, number of units per the [CSU Credit Hour Policy](#), course description, and approved course learning outcomes and general education learning outcomes (if applicable), department name and College.
 2. The course instructor's name, CSUS contact information (email address and/or phone number), regularly scheduled office hours per [Faculty Office Hours policy](#) and location (physical or virtual).
 3. Course format description including details on expectations related to synchronous, asynchronous or hybrid instruction. See [e-Learning policy](#) for additional information.
 4. Detailed information related to course meeting schedule.
 5. A list or links to required texts, instructional and technology materials to be used throughout the course, including technology requirements (e.g., access to specific software applications and learning management system (LMS). When materials will be provided electronically, this requirement may be satisfied by providing information in the syllabus regarding where links to required instructional materials may be accessed. For example, by including the statement: "Links to required readings and videos can be found in Canvas."
- B. Course Policies
 6. Attendance Policies, including student excused absences policy.
 7. Grading Policies
 - a. A table or description of course requirements and the weighting of such course assignments.
 - b. A description of minimum requirement(s) necessary to earn each letter grade, including credit (CR) in the course.
 - c. A description of penalties or allowances for late assignments, if any.

- C. Detailed information related to [academic honesty policy and procedures](#) as it pertains to the course.
- D. Classroom expectations specific to the course, for faculty and students that contribute to an inclusive and respectful culture consistent with the [Hornet Honor Code](#).
- E. The [approved language and current contact information](#) for the following student services.
 - 8. [Disability Access Center \(DAC\)](#)
(Formerly known as Services to Students with Disability, or SSWD)
 - 9. [Student Health and Counseling Services](#)
 - 10. [Crisis Assistance & Resource Education Support \(CARES\)](#)
- F. Policies and guidelines related to technology use in the classroom, including approved access to live webcam use.

Final Steps:

Font Color: replace any **green** or **purple** font with black. Only hyperlinks should be blue and underlined.

Template Instructions: Delete instruction pages from your finished syllabus before distribution.

[Department/College]

[Course #]: [Course Title]

[Semester] Syllabus

Part 1: Course Information

Instructor Information

Instructor: [Name]

Office: [Location]

Office Hours: [Times & Days *(Note: if online, explain how to access)* *More information for your reference: [Faculty Office Hours Policy](#)]*

Office Telephone: [Phone Number]

E-mail: [E-mail address *(Note: Clearly specify your preferred form of contact)*]

Course Description

[Enter catalog description – be sure to include number of units.]

Prerequisite (if applicable)

- [Enter prerequisite information.]

GE Area (if Applicable)

- [Enter if applicable or remove this heading. Note: General Education courses must display the area they fulfill.]

Course Structure

[Course # is a face-to-face / hybrid / fully online ([E-Learning policy](#) for faculty additional reference) course accessed through Canvas. Students will expect to spend about # hours of course content each week during this #-week course (to total = # hours) plus an additional # hours a week in independent study, per the [CSU Credit hour policy](#) (be sure you add and remove hours to match units per policy.)]

[This course is designed to provide a hybrid experience, including both face-to-face and online activities.]

[Contact time will be divided in the following way:

___ % face-to-face

___ % online]

[Online sessions will be a blend of self-paced and group activities using Canvas and other Web sites. Activities will consist of chat, blogs, discussion forums, email, journaling, blogging, wikis, and web posting. Add and remove listed activities as appropriate to your course.]

[Face-to-face sessions will be held on campus at Sacramento State in (include location).]

Required Course Materials

Required Textbook

- [List required course textbooks: Include detail such as full name of textbook, author, edition, ISBN, description (if desired), and where it can be purchased. If a required text is available online, indicate where it can be accessed. If your course is [ZCCM \(Zero-Cost Course Materials\)](#) or [LCCM \(Low-Cost Course Materials\)](#) designated, enter that information here.]

Recommended Texts & Other Readings

- [List other readings available and how/where to access them.]
- [Include a general statement such as: Other instructional materials will be made available in the Canvas (See Modules).]

Technological Requirements

- For this course, you are encouraged to have access to [a properly functioning personal device, stable high-speed Internet connection, video camera, microphone, and access to Canvas throughout the semester. You will need your device(s) to download, complete, and upload assigned work on Canvas.]
- [List other tools, resources, and materials the student needs for success in the course. Access to: Sac State e-mail, and TurnItIn, Microsoft Word, and Adobe Acrobat Reader.]
- If you do not have a computer, information on checking out a laptop (short-and long-term) can be found [on the IRT webpage](#).
- You can download free software from the [Sacramento State Information Resources and Technology website](#).
- Technical Skills, including [how to navigate Canvas](#).

Technical Assistance

- *If you need technical assistance at any time during the course or to report a problem with Canvas, you can:*
 - *[Submit a Ticket](#) to Report a Problem to the Information Resources and Technology Support Team*
 - *Call the Canvas Support line at Sac State: M–F 8a.m. – 5p.m. (916) 278-2450.*
 - *[Schedule a Consultation](#) to get assistance with Canvas and other Academic technologies.*
 - *Visit the [Canvas Student Video Guides](#)*
 - *Visit the [Canvas Student Web Tutorials](#)*

***Important Note:** This syllabus, along with course assignments and due dates, are subject to change. I highly encourage students to check Canvas for corrections or updates to the syllabus daily. Any changes will be clearly noted in a course announcement or through **[Canvas messages or Sac State email]**.*

[Course #]: [Course Title] [Semester] Syllabus

Part 2: Student Resources

Inform Your Instructor of Any Accommodations Needed

Sacramento State is committed to ensuring an accessible learning environment where course or instructional content are usable by all students and faculty. If you believe that you require disability-related academic adjustments for this class (including pregnancy-related disabilities), please immediately contact Disability Access Center (DAC) to discuss eligibility. A current accommodation letter from DAC is required before any modifications, above and beyond what is otherwise available for all other students in this class will be provided. Please be advised that disability-related academic adjustments are not retroactive. DAC is located on the first floor of Lassen Hall 1008. Phone is 916-278-6955 and e-mail is dac@csus.edu. For a complete listing of services and current business hours visit the [Disability Access Center website](#).

Sac State's Commitment to Basic Foundational Needs:

If you are experiencing challenges with food, housing, financial or other unique circumstances that are impacting your education, help is just a phone call or email away. The [Crisis Assistance and Resource Education Support \(CARES\)](#) office provides case management support for any enrolled student.

Wellness: Student Health and Counseling Services

Your physical and mental health are important to your success as a college student. [Student Health and Counseling Services \(SHCS\)](#) in The WELL offers medical, counseling, and wellness services to help you get and stay healthy during your time at Sac State. SHCS offers: Primary Care medical services, including sexual and reproductive healthcare, transgender care, and immunizations; urgent care for acute illness, injuries, and urgent counseling needs; pharmacy for prescriptions and over-the-counter products; mental health counseling, including individual sessions, group counseling, support groups, mindfulness training, and peer counseling; athletic training for sports injury rehabilitation; wellness services, including nutrition counseling, peer-led health education and wellness workshops, and free safer sex supplies; violence and sexual assault support services. Most services are covered by the Health Services fee and available at no additional cost.

Title IX

(While not required, choose one of the four approved Title IX statements to inform your students. There are 4 paragraph options to choose from [here](#))

*Option #1: Sac State is committed to supporting students and fostering a campus environment free of sexual misconduct and gender-based discrimination. If a student chooses to disclose to a faculty or staff member an experience

related to sexual misconduct which includes, but is not limited to rape, relationship violence, or stalking, all faculty and staff members are obligated to report this disclosure to the university's Title IX Coordinator. Contact Sac State's Title IX Coordinator, Skip Bishop, at (916) 278-5770 or email at william.bishop@csus.edu. Upon receipt of the report, the Title IX Coordinator will contact you to inform you of your rights and options as a survivor and connect you with support resources, including resolution options for holding accountable the person who harmed you. Students who elect not to discuss their experience with the Title IX Coordinator can speak confidentially to the following confidential resources:*

*Student Health & Counseling Services at The WELL
On Campus Phone Number: 916-278-6461
Website: www.csus.edu/shcs *

*Campus Confidential Advocate – Laura Swartzen
Email: weave@csus.edu
On Campus Phone Number: 916-278-5850 (during business hours)
WEAVE 24/7 Hotline: 916-920-2952*

Building Relationships & Communication

If you find that you have any trouble keeping up with assignments or other aspects of the course, make sure you let your instructor know as early as possible. As you will find, building rapport and effective relationships are key to becoming an effective professional. Make sure that you are proactive in informing your instructor when difficulties arise during the semester so that they can help you find a solution.

Understand When You May Drop This Course

The University has specific deadlines for a student to drop and withdrawal from a course. According to the [University's Drop and Withdrawal Policy](#), it is the student's responsibility to understand when they need to consider disenrolling from a course. Academic counselors can help you make the right decision for your circumstances and academic progress. Refer to the Sac State Course Schedule for dates and deadlines for registration. After this period, a serious and compelling reason is required to drop from the course. Serious and compelling reasons includes: (1) documented and significant change in work hours, leaving student unable to attend class, or (2) documented and severe physical/mental illness/injury to the student or student's family. Communicate any conflicts or challenges early so I can support your success.

Respectful Use of Technology in the Classroom

[Students who utilize computers during class should use them for class activities and be considerate and respectful of classmates around them. Students may be asked to shut down computers if such use becomes a distraction to other learners.]

[No recording of any kind (e.g., digital, photograph, audio, video) is permitted during any class activities.]

[For asynchronous zoom classes (if applicable) students must have access to a working speaker and microphone. Webcam use is preferred but optional.]

[Course #]: [Course Title]

[Semester] Syllabus

Part 3: Course Objectives

[List the primary learning objectives for this course. Use action verbs to describe what students and you will accomplish through this course. A bulleted list is a good way to display these objectives as shown below:]

Upon completion of this course, you will be able to:

- [Objective]
- [Objective]
- [Objective]

You will meet the objectives listed above through a combination of the following activities in this course:

[Provide instructions to students on how they are expected to meet the learning objectives for the course. Will most objectives be met through examination? Or through participation? Or through projects? For example:

Objectives in this course will be met through written assignments, individual and group quizzes, and participation (in-person, and online). Keeping up with the scheduled due dates will support your successful completion of this course. If you are struggling to keep up with the schedule, please reach out to me as soon as possible. Together we can strategize solutions.]

Assessments / Assignments

(Note: Although not required by the syllabus policy, assignment and assessment descriptions are helpful ways to make your expectations clear for students and help them understand your course design through the alignment of assignments and associated objectives).

Required assignments for COURSE ### are described briefly below, please see Canvas for more detailed assignment information.

Discussion board postings

*Discussion boards meet course objectives ###

required discussion board postings will be assigned throughout the course. Specific instructions and resources needed to support your success will be provided with each discussion board. Read the directions for each discussion board thoroughly. Complete a thoughtful and well-written response to the

prompt and to classmates' postings when required (see rubric for further information on what is considered "thoughtful" and "well-written responses").*

Written Assignment

Written assignments meet course objectives ###

TITLE OF ASSIGNMENT is a ## – ## word assignment on TOPIC. The materials selected for this assignment are crucial for success in this course. [Scholarly sources](#) should be used to support your argument on TOPIC. Please see the assignment instructions and grading rubric on Canvas for information on how to complete this assignment.

Presentations or Projects

Presentations or projects meet course objectives ###

TITLE OF ASSIGNMENT is a (provide description about type of presentation or project) assignment on TOPIC. [Scholarly sources](#) should be used to support your argument on TOPIC. The materials selected for this assignment are crucial for success in this course. Please see the assignment instructions and grading rubric on Canvas for information on how to complete this assignment.

Class Activities

Class activities meet course objectives ###

Class activities are designed to connect your learning from the course materials and create a collective learning space for all. Coming prepared to each class allows us to learn from each other and help us reach our goals for this course. Instructions for class activities are provided in Canvas and during class.

Quizzes

The quizzes meet course objectives ###

There are # quizzes that will help me assess your comprehension of material. You (will be / will not be) permitted to use material to complete the quizzes online.

Exams

The exams meet course objectives ###

There are two exams, one mid-term exam and a final exam, that will help me assess your comprehension of material from the course. The exams are cumulative on all content prior to the exam date. Exams will be on campus/online and proctored/timed. You will/will not be allowed to use material to complete the exams.

[Course #]: [Course Title] [Semester] Syllabus

Part 4: Topic Outline/Schedule

Important Note: Refer to the course calendar for specific meeting dates and times. Activity and assignment details will be explained in detail within each week's corresponding module. If you have any questions, please contact your instructor.

- **Week 01:** [Topic
 - Details ...]
- **Week 02:** [Topic
 - Details ...]
- **Week 03:** [Topic
 - Details ...]
- **Week 04:** [Topic
 - Details ...]
- **Week 05:** [Topic
 - Details ...]

ALTERNATE FORMAT:

Week (Dates)	Topic / Module Objective	Readings / Activities	Assignments / Assessments	Due Date
1				
2				
3				
4				

[Note about calendar/schedule. While it is important to clearly indicate the schedule for your course, there are many places where you may do this. Consistent titles of assignments and repeating this information in several places are recommended to support student learning and planning. You may include a topic outline/schedule (like the examples shown above) in your syllabus, make a separate link to a schedule document in your Canvas course, or use the Canvas calendar tool. Regardless of your choice, be consistent, and keep your calendar up to date to help students follow along, reduce confusion, and emphasize time on task.]

[Course #]: [Course Title] **[Semester] Syllabus**

Part 5: Attendance & Grading Policy

[(Note: The attendance policy and late policy are required elements, however you may choose the text and update to ensure it is appropriate to your course.)]

Attendance

[Some of our collaborative learning and class activities involve group discussions and interactions that could only happen in a group setting; therefore, attendance is necessary to support your successful completion of the course. All class sessions that require synchronous attendance is listed on the course calendar. Attendance at class meetings and participation in course activities is not only important for your own learning, but also critical to everyone's learning and growth.]

[Enter specific points regarding attendance policy here: If you monitor, track, and/or score student participation, explain how you will keep track and how often students should be accessing the course. If appropriate, mention that you will be using Canvas Course Analytics, Access Report, discussions, chat sessions, and group work, to monitor their participation in the course.]

Excused Absences

[You must complete all work, including in-class activities, to receive credit for this course. Please refer to the course schedule to see the required class activities, which include: class discussions, group activities, presentations, laboratory or clinical activities, and exams.]

[You will be able to make up work for a missed class without a penalty only if you have received permission from faculty prior to the class meeting where possible, and submit evidence, and only for reasons according to the [University excused absence policy](#).]

[Please notify me if you have an excused absence as soon as possible. I understand that in some cases, such as emergencies or hospitalizations, you may not be able to notify me until after the missed class. I also understand that in some cases, it may be difficult to talk about the reason why you are unable to attend class. If it is a personal reason, such as health-related or family, you do not need to provide private information, but you can provide evidence of an appointment made with a health professional without any sensitive details. Please contact me with as much information as you feel comfortable sharing, and I will let you know what type of documentation you should provide to make up for the missing required assignment. The sooner you let me know about your excused absence, the more options for class adjustments we may have for you.]

Assignment Completion & Late Work

[Assignment due dates are planned to help me check your learning and support your learning success. Completing all assignments by the due dates will help you plan and pace your semester.]

Late Work Policy

[Suggested language: A late assignment will be deducted #% of the total possible points for each day the assignment is late. Assignments more than # days late will receive zero points.]

[Exceptions to the late penalty will only be made according to the University excused absences policy. See 'Excused Absences' for more information.]

Commit to Academic Integrity & Honesty

As a student in this course (and at this university) you are expected to maintain high degrees of professionalism, commitment to active learning and participation in this class and also integrity in your behavior in and out of the classroom. Practicing academic honesty shows your commitment to the [Hornet Honor Code](#).

At Sacramento State, academic dishonesty is defined as any act of cheating or plagiarism, **including the use of artificial intelligence or ChatGPT to generate or complete work**. All students are expected to be familiar with and adhere to the [Academic Honesty Policy](#). Violations of the policy will result in disciplinary action and/or academic sanctions. Academic sanctions may include an oral reprimand, reduction in an assigned grade or failing grade, or a referral for administrative/disciplinary sanctions.

Graded Course Activities

Visit the [Assignments](#) link in Canvas for details about each assignment listed below. Click on [Quizzes](#) to access quizzes and exams. See the [Canvas Overview video](#) for students for help navigating Canvas.

Points	Description
[#]	[Item 1 (List all activities, tests, etc. that will determine the students' final grade)]
[#]	[Item 2]
[100]	Total Points Possible

Viewing Grades in Canvas

Points you receive for graded activities will be posted to the Canvas Grade Book. From a computer or mobile device, select the Grades option from course navigation to view your grades.

*Include a statement about the timeframe of when to look for grades.

Example:*

I will provide feedback on assignments in a timely matter. You can expect feedback on discussion boards, in-class assignments, and one-page assignments within # week(s) and other written assignments such as papers or essays within # week(s). I will notify you if I am unable to provide feedback within that timeframe and provide a new time that students should expect to receive feedback. You will see a visual indication of new grades posted on your Canvas home page under Recent Feedback and/or next to the Grades link on course menu.

Letter Grade Assignment

[Include an explanation between the relationship of points earned and final letter grade. Letter grade and percentage alignment may vary according to department and program policy. Refer to the [university's grading policies](#) and contact your Department Chair for further clarification. **Example:** Final grades assigned for this course will be based on the percentage of total points earned and are assigned as follows:]

Letter Grade	Percentage
[A]	[93-100%]
[A-]	[90-92%]
[B+]	[87-89%]
[B]	[83-86%]
[B-]	[80-82%]
[C+]	[77-79%]
[C]	[73-76%]
[C-]	[70-72%]
[D+]	[67-69%]
[D]	[60-66%]
[F]	[0-59%]

Incompletes

*According to the University's Grading Policy, it is the student's responsibility to request a grade of Incomplete. An instructor may or may not grant this request and will consider such factors as student's work to-date and amount of work still to be completed in making a determination. I follow the details of the [university's grading policy for incompletes](#). *Please communicate with me as soon as possible so we can discuss strategies to meet your goals.*

*Grade Appeals

Students who wish to appeal their grade must follow [Sacramento States Grade Appeal Policy and Procedures](#).*

***Important Note:** Any form of academic dishonesty, including cheating and plagiarism, may be [reported to the Office of Student Conduct](#).

Course policies are subject to change. It is the student's responsibility to check Canvas for corrections or updates to the syllabus. Any changes will be posted in Canvas.*

Important note: For more information about grading at Sac State, visit the academic policies and grading section of the university catalog.*