UHD faculty are encouraged to create comprehensive syllabi for their courses. A comprehensive syllabus sets the tone for the course, tells your learners what/when/how they will learn the material, communicates what they should do to succeed, and attempts to clear up any confusion with regards to course and university policies.

This template provides detailed instructions for each section of the syllabus. Additionally, you may find the following resources helpful:

- [Tips on creating an effective syllabus](#)
- UHD Policy on Course Syllabi ([PS 03.A.29](#))
- Example of Syllabus using this template (Link to be provided)

The items below are required by policy: “course name and number, the number of semester credit hours, the semester and year in which the course is being offered”

**WELCOME TO**

[COURSE TITLE AND CRN NUMBER]

[SEMESTER CREDIT HOURS]

[SEMESTER/YEAR]

Provide basic contact information. Clarify if office hours are virtual, by appointment, etc. Note that simply stating the office hours does not give students much incentive to show up to them. Briefly outline the purpose of office hours: Why should students show up? What are the benefits? Consider informing students what to do if they do not receive a reply within the stated time window.

**Instructor:**
**Email:**
**Office:**
**Office Telephone:**
**Office Hours:**
**Class Location:** [Zoom Meeting Room or BB or Classroom]
My preferred method of contact is __________________. Responses to messages received will be sent within 24-48 hours. However, please note that emails sent over the weekend may not receive a reply until the next business day. It is important to plan accordingly.

Gatormail is the official student email of UHD. All email correspondence from you and to you will occur using Gatormail.

Course Description:

Provide the official course description from the UHD course catalog (must not be edited)

Prerequisites:

List any formal prerequisites as specified in the UHD course catalog. No additional prerequisites can be required.

Learning Objectives:

Be sure to use the official learning outcomes, as approved by UCC: typically 3-5 outcomes that are not to be changed for a specific section. Under certain specific circumstances (e.g., a Service Learning course), outcomes can be added (but not subtracted).

By the end of this course, students will:
•
•
•

Textbook & Course Materials:

Include details such as full name of textbook, author(s), publication year, edition, ISBN, and where it can be purchased. List them in the same citation format required in your course/discipline (e.g., APA). It is helpful to students if you include a picture of the textbook cover, so they get the right edition. Indicate whether your course uses OER (open-access) materials. Books for every class should be ordered through Follett. Include the link in this section.

Include any details on required online solutions or publisher materials (e.g., Connect). Explain how to access them and include links to tech support.
Required Text(s):

Search the UHD Library to see if they have your course materials or contact them through Ask a Librarian.

The statement below on purchasing textbooks is required by the Provost’s Office

A student of this institution is not under any obligation to purchase a textbook from a university affiliated bookstore. The same textbook may also be purchased from an independent retailer, including an online retailer.

Recommended (Optional) Readings:

Include details such as full name of textbook, author(s), publication year, edition, ISBN, and where it can be purchased. List them in the same citation format required in your course/discipline (e.g., APA).

Required Technology:

Use this section to clarify what equipment is needed for online learning. The guidelines below are consistent with recommendations from UHD’s Teaching Technology and Learning Center (TTLC). Providing this information will reduce the number of technology challenges throughout the semester.

To maximize your success in online courses at UHD, you should have access to a desktop or laptop computer running an up-to-date Windows or macOS operating system, using the latest Firefox or Chrome browsers. A built-in or add-on webcam is also often required in certain courses where multimedia tools (Zoom, VoiceThread, etc.) and/or exam proctoring tools (Lockdown Browser, Monitor, etc.) are used. Chromebooks and some other tablets are not compatible with test proctoring tools such as ProctorU or Lockdown Browser. While the Blackboard App (e.g., on your phone) can be helpful for some course features, UHD recommends that you do not use it for working on or submitting graded activities.

To avoid being disconnected at critical moments, we encourage you to access courses, in particular exams, on a computer that is hardwired to the Internet router (via Ethernet using a Cat 5 or Cat 6 cable) as opposed to depending on Wi-Fi whenever possible. Additionally, certain courses may require additional software downloads and installs, so you may need a machine with permission to do that. For more information on taking Blackboard tests, see this guide. If you are experiencing challenges with technology, please communicate with your instructor in a timely manner and seek help from our UHD IT Support to identify possible solutions.
Course Format:

- **Online Readiness Self-Assessment** (Link): Complete this self-assessment to receive specific feedback based on a student’s individual needs. This self-assessment has 22 questions, and it shouldn't take more than a few minutes for you to complete.

- **Realistic Preview of Online Learning** (Video): In this brief video, hear from UHD students on what to expect in an online class and how to overcome common challenges.

- **Blackboard Orientation**: After logging into Blackboard, students can complete an orientation on the foundations of Blackboard.

Teaching Philosophy:

Share your teaching philosophy with students allows them to see the type of learning environment you are hoping to create. This is the place for you to explain to your students why you do what you do. For example, if your teaching involves discussion or problem-solving activities, explain what you hope to achieve.

Course Requirements:

Define and specify whatever tasks and assignments students will need to do to successfully complete the course. If you do not explain the assignments in detail here, consider adding language like the following to this section: “Do not submit work for a grade using only the information in this syllabus. Detailed instructions for each assignment will be provided ahead of time.”

If you are using tests, explain: How are tests conducted? How do you proctor to prevent cheating and create a comfortable testing environment? Are tests open-book? If students are required to visit a testing center (UHD or otherwise), what contact information can you provide and what are the hours?

Consider the tone and language of this section. Maintain a positive encouraging tone and be mindful of using ALL CAPS or having too much underlined, Bold, or Red text.

Grading Scale:
Course Objectives Mapping:

Course objectives mapping is a pedagogical best practice. It shows students the learning purpose of activities and assessments. Provide examples of how you will be measuring their achievement of each stated learning objectives (LOs) of the course. It can be in narrative format or a table showing how assessments tie to each LO. As you complete this section, consider:

- Are my assessment methods diversified enough to consider and take advantage of learner diversity?
- Am I choosing the best methods to assess a given learning outcome?
- Are my learners already familiar with the kind of assessments and assignments found in this course?

<table>
<thead>
<tr>
<th>Learning Objectives</th>
<th>Activities/Assessments</th>
</tr>
</thead>
<tbody>
<tr>
<td>[the knowledge/skills students are expected to demonstrate]</td>
<td>[an evaluated activity used to determine the extent to which the stated outcome has been mastered by students]</td>
</tr>
</tbody>
</table>

Course Policies & Procedures:

UHD’s syllabus policy requires all syllabi to include class policies “that might have a significant impact on a student’s performance”. However, specific policies are not identified and may depend on the course. Below we provide sample course policies to include.

Late Work:

How do you handle late work? Explain if you accept late work, percentage of points lost, etc.

Make-Up Exams:

Do you offer make-up exams? If so, what is the format and process for requesting a make-up?

Feedback & Grading Policy:

Clarify what constitutes a grade of A, B, C, etc. Are you using a 1000 point system or weighted average?
Participation Policy:

How should students participate and be “present” in your course? How often should students login? If there are synchronous components, discuss expectations regarding absences and engagement.

Strategies for Student Success:

Describe the characteristics of a successful student in this course. List relevant student services provided by the University or your College that aid them in doing so. Examples include: Reading & Writing Center, Math & Stat Center, Supplemental Instruction, Library, Career Development Center, Student Counseling Services. How would students benefit from any of these services, and what impact would it have on their success in the course?

UHD Student Support Services:

UHD has developed many resources to support your learning. We have developed a website that will offer a “one stop shop” for access to many of the resources you might need this semester to support your educational goals. Please access this website to get started: https://tinyurl.com/SSR2020. If you do not find the resource you need on this website, please contact your instructor, who will make every effort to connect you with the help you need.

Student Challenges & Emergencies:
If you are experiencing any challenges in this course, University Requirements: Disruptions, COVID Reporting, and Safety

To address issues related to disruption of university functions, COVID reporting, and safety protocols, as well as mandatory engagement with classes by the 10th class day, UHD has prepared a general set of requirements that can be found HERE.

These requirements are part of the expectations for this course. Any updates to the website will be communicated to students via their Gatormail accounts.

University Policies:
All students are subject to the policies listed below as well as all other university-wide policies and procedures as set forth in the UHD University Catalog and Student Handbook.

Accessibility and Statement of Reasonable Accommodations: The University of Houston-Downtown (UHD), is committed to creating a learning environment that meets the needs of its diverse student population. Accordingly, UHD strives to provide reasonable academic accommodations to students who request and are eligible, as specified by Section 504 and ADA guidelines. Students with disabilities may work with the Office of Disability Services to discuss a range of options to removing barriers in this course, including official accommodations. If you have a disability, or think you may have a disability, please contact the Office of Disability Services, to begin this conversation or request an official accommodation. Office of Disability Services, One Main St., Suite GSB 314, Houston, TX 77002. (Office Phone) 713-221-5078 (Website) www.uhd.edu/disability/ (Email) disabilityservices@uhd.edu

It is important for students to understand that no accommodation can be made by an individual instructor for a student without specific direction from the Office of Disability Services.

Academic Integrity (PS 03.A.19 and UHD Student Handbook): The UHD Academic Honesty Policy states, "Students must be honest in all academic activities and must not tolerate dishonesty." Students are responsible for doing their own work and avoiding all forms of academic dishonesty. The most common academic honesty violations are cheating and plagiarism. Cheating includes, but is not limited to:
submitting material that is not one's own, submitting substantially similar material in more than one course, even if it is one’s own work, without the instructor’s permission, using information or devices that are not allowed by the faculty member, obtaining and/or using unauthorized material, Fabricating information, Violating procedures prescribed to protect the integrity of a test, or other evaluation exercise, Collaborating with others on assignments without the faculty member’s consent, Cooperating with or helping another student to cheat, Having another person take an examination in the student’s place, Altering exam answers and requesting that the exam be re-graded, Communicating with any person during an exam, other than the faculty member or exam proctor. Plagiarism includes, but is not limited to directly quoting the words of others without using quotation marks or indented format to identify them, using sources of information (published or unpublished) without identifying them, and/or paraphrasing materials or ideas of others without identifying the sources.

End-of-Course Student Surveys (IDEA):

It is helpful to inform students about the course evaluation process at the outset, letting them know how valuable their feedback is. Sample wording may include “During the last week of the course, you will be asked to complete an end of course survey. Your thoughtful and honest responses to the survey are extremely important. We learn best what works, and what doesn’t, by listening to our students. The survey is your chance to help us improve.

Syllabus Subject to Change:
This syllabus is tentative and subject to change. Changes, if any, will be announced.

Course Calendar:

Provide a course calendar that list what needs to be done each week, including deadlines for each assignment and activity. Use a table format to make the class schedule easy to read. In addition to the syllabus, we recommend posting the calendar separately on Blackboard in an easy to find location.

The Course calendar below contains only the general outline of the activities and assignments that you are responsible for each week. Specific instructions for each week are provided in Blackboard.

<table>
<thead>
<tr>
<th>Week</th>
<th>Dates</th>
<th>Topics/Readings</th>
<th>Activities</th>
<th>Assignments/Tests due</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>