Faculty Guide for Developing Course Syllabus
for Traditional and Online Learning Delivered Courses

The intent of this "Faculty Guide for Developing Course Syllabus for Traditional and Online Learning Delivered Courses" is to assist faculty with developing their course syllabus, so that all course syllabuses align with university requirements.

This guide is not meant to infringe on faculty academic freedom or to indirectly standardize instructional delivery or assignments.

As a guide for instructors, programs can adapt this document with program-specific curriculum information and requirements.

There are university-wide requirements for course syllabus information, such as the course catalog description, course content, SLO Alignment Matrix, required course texts, and policy statements such as EEO/ADA. The language for university-wide syllabus requirements will be issued by the Office of the Senior Vice-President/Provost.

For OLL delivered courses, information about Access, expected student behaviors, and communication preferences are expected syllabus components.

Additionally, programs may have adopted policies and "signature" assignments that should be stated in the syllabus. This document can be adapted by programs to assist program faculty with developing course syllabuses that align with program/curriculum policies and expectations.

Using this Guide

This guide begins with a **SYLLABUS CHECKLIST** that lists the various components of the Course Syllabus. Information about each syllabus component is provided in the order of items listed in the **SYLLABUS CHECKLIST**. Individual Programs can provide program-specific requirements in their adapted version of this syllabus development guide.

A supplement to this guide is a **SYLLABUS TEMPLATE** based on the information provided in this guide. This supplement is a separate document file, which is formatted in MS Word (.docx) for faculty use.

Endorsed: ( ) Approved ( ) Disapproved

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President, 21st Faculty Senate   Senior Vice President and Provost

Date: _12/09/2021_____   Date: _1/19/22_____

SYLLABUS CHECKLIST

NOTE: THE ORDER OF SYLLABUS COMPONENTS PRESENTED BELOW IS NOT A REQUIRED ORDER TO FOLLOW. THIS CHECKLIST REFLECTS COMPONENTS THAT SHOULD BE INCLUDED IN THE COURSE SYLLABUS. **FACULTY WILL DETERMINE THE ORDER OF THE SYLLABUS COMPONENTS.**

Course ID and Instructor Information

_____ 1.   Course Information:

_____ Course Number, _____ Name, _____ Section, _____ Semester, _____ Course Delivery Mode

_____ 2.   Instructor's Contact Information

_____ Name, _____ Phone, _____ Email address, _____ Office number, _____ Office hours

Course Description

_____ 3.   *Catalog Course Description* from the course outline

_____ 4.   *Course Content* (the content to be covered as stated in the course outline)

_____ 5.   Additional information about course requirements such as the amount of time students are expected to put into the course, and pre-requisites and co-requisites courses that are included in the course outline, but are not stated in the catalog description

Student Learning Outcomes Statements

_____ 6.   A listing of expected student learning outcomes and how SLOs will be assessed

_____ 7.   A matrix or hyperlink to matrix of the alignment/links (SLOs, GELOs, PLOs, and ILOs)

Course Requirements

_____ 8.   Titles and authors of *Required Texts* and where the texts can be purchased

_____ 9.   *Access Statement*

Grading Information

_____ 10. Final Course (Letter) Grades: +/- grading system and Pass/Fail option, if any

_____ 11. Grade Categories/Assignment and Points/Percentage Weights

_____ 12. Information about how assignments will be graded (rubrics, criteria, requirements, etc.)

Assignment Descriptions (*Optional Expanded Details*)

_____ 13. Assignment Descriptions which align with Grade Categories/Assignments listed in "Grading Information"

_____ 14. Expanded Information for Assignments with Multiple Parts (e.g., tasks for assignments)

Course Calendar

_____ 15. Schedule of class meetings with an indication of topics to be considered

_____ For OLL HYB courses, indicate which class sessions will be synchronous and which will be asynchronous

_____ 16. Assignments with target SLOs and due dates and examination dates

Other Required Information

_____ 17. Class attendance policies – attendance, tardiness, early departure, maximum absences/tardiness

_____ 18. Netiquette

_____ 19. Technical Assistance Statement

_____ 20. Student evaluation of faculty information

_____ 21. Plagiarism statement

_____ 22. Certification of Original Work

_____ 23. Communication policy (Preferred Method of Communication): Use of gotritons/triton email accounts, DM, SMS, social media, etc. and instructor response window for messages and assignments

_____ 24. EEO/ADA statement

Other Optional Information

_____ 25. Assignment/Assessments Make-up Policy

_____ 26. Withdrawal policy

_____ 27. Disposition Statement (Acceptable or unacceptable behavior)

_____ 28. Student Support Information (such as Writing Center, Math Lab, Isa Psychological Center)

_____ 29. Turnitin Statement (if Turnitin is being used)

_____ 30. Tobacco and Drug-free campus statement

_____ 31. Policies about cell phone and other tech devices

_____ 32. Recycling Campaign

_____ 33. How to Succeed in an Online Course

Notes for faculty on Accessibility Issues:
- Minimize the use of tables
- Use descriptive alternate text for graphics
- Label resources to provide text descriptions for working with course resources and activities
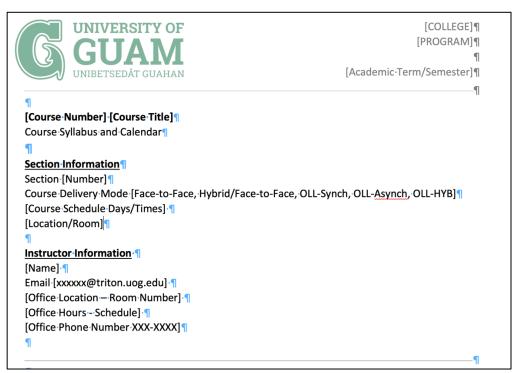
SYLLABUS COMPONENTS INFORMATION

NOTE: The order of syllabus components presented below is not a required order of components. This checklist reflects components that should be included in course syllabus. Faculty determine the order of the syllabus components.

Course and Instructor Information

1. Course Information: Course Number, Course Name, Section Information, Course Delivery Mode, Days/Times, and Location

2. Instructor Information: Name, Phone, Email address, Office number, Office hours

This is an example of the course identification & instructor information for the syllabus:

Include College/School, Program Name, and Academic Term/Semester** in the Header of the Syllabus.

**NOTE THE FOUR ACADEMIC TERMS:

FANUCHÅNAN SEMESTER (RAINY SEASON): August to December

TINALO' (Intersession): December to January

FAÑOMNÅKAN (DRY SEASON): January to May

FINAKPO' (SUMMER SESSIONS A, B, and C): June through August

Course Description

3. Catalog Course Description from the course outline. Course description should match the course description found in the Course Outline and published in the Course Catalog

4. Course Content. The content to be covered in the course; this should match information in the course outline.

5. Additional Information About Course Requirements. Include information about the amount of time students are expected to put into the course, and descriptions of pre-requisites and co-requisites that are included in the course outline but are not stated in the catalog.

Student Learning Outcomes

6. A listing of expected student learning outcomes (SLO) and how each SLO will be assessed. Note that descriptions of how each SLOs will be assessed can be included in the matrix, or provided in a different section of the syllabus, such as the assignment descriptions section.

7. A matrix or hyperlink to the matrix of the alignment/links between course SLOs, GELOs, PLOs, and ILOs. Below is a sample table of the Student Learning Outcomes Alignment Matrix.

STUDENT LEARNING OUTCOMES ALIGNMENT MATRIX

Course Student Learning Outcomes (SLO)	GenEd Learning Outcomes (GELO)	Program (PLO)	Institutional (ILO)

Course Requirements

8. Required Texts. Titles and authors of required texts and where the texts can be purchased. For example:

> **Required Texts**
> The following texts are required for this course. Texts can be purchased at […].
>
> **Suggested/Recommended Additional Texts**
> The following texts are additional (suggested/recommended) texts for this course.

9. Access Statement. An online course syllabus should have a statement about access to computers, such as:

> Students must have access to a computer daily. The computer should have access to general software applications for word processing software, electronic spreadsheets, graphic presentation, video viewing software, the recommended web browser and a reliable internet connection. The student must be able to navigate the Learning Management System site, upload and download materials, participate in assigned online activities, and follow generally accepted online etiquette.

Grading Information

10. Final Course Letter Grades (+/- grading system) and Pass/Fail option, if any. Faculty will determine how students will be graded. Faculty should follow the university grading guidelines. Below is the Approved Grading Scale published in the UG Catalog.

Letter Grade	Grade Point Value	Percent Grade	Definition	
A+	4.00	98-100%	Outstanding	Honors-level performance with superior quality and extraordinary distinction.
A	4.00	93-97%		
A-	3.67	90-92%		
B+	3.33	87-89%	Good	Solid accomplishment, indicating a substantial mastery of course materials and a good command of skills required by the course.
B	3.00	83-86%		
B-	2.67	80-82%		
C+	2.33	77-79%	Adequate	Students have achieved the level of competency needed for advancing to a subsequent course which has this course as pre-requisite.
C	2.00	70-76%		
D	1.00	60-69%	Deficient	Minimal passing, but not adequate to take a subsequent course which has this course as pre-requisite.
F	0.00	<60%	Failure	Inadequate to receive credits.
P			Pass	
I			Incomplete	
NC			No Credit	

11. Grade Categories/Assignment and Points/Percentage Weights. In this section, instructors should list the grade categories/assignments and points/percentage weight that each category/assignment contributes toward the final grade. *Programs should provide an example list for faculty.*

12. Information about how assignments will be graded (rubrics, criteria, requirements, etc.). Specific guidelines and evaluation criteria should be provided to students for assignments. Instructors may include guidelines and criteria in the syllabus.

Assignment Descriptions (*Optional Expanded Details*)

13. Assignment Descriptions. Information about Assignments should align with the "Grade Categories/Assignment etc." listed under Grading Information: Grade Categories/Assignment and Points/Percentage Weights.

14. Expanded Information for Assignments with Multiple Parts (e.g., Tasks for assignments). Instructors should specify tasks for assignments that have multiple parts. Name and describe the tasks and identify the target SLOs that align with the tasks.

Class Calendar

15. Schedule of class meetings with an indication of topics to be considered. For OLL-HYB delivered courses, indicate which class sessions are synchronous and asynchronous class sessions. For HYB-F2F delivered courses, indicate which sessions will be delivered Face-to-Face (on-campus) and which will be online-synchronous and online-asynchronous.

16. Assignments with target SLOs and due dates, and examination dates. Include information about session activities and assignments with targeted SLOs, due dates, and exam/test dates to be covered during specific class session. Below is an example class session calendar information provided in the course syllabus. On the syllabus template, a few entries are provided, so faculty will need to cut and paste as needed.

WEEK [Number]
    [Date]: Course Session [Number]
    Activities & Assignments→Target SLOs [Number/s]

    • →

    ¶
    ¶
    [Date]: Course Session [Number]
    Activities & Assignments→Target SLOs [Number/s]

    • →

    ¶
    ¶

Other Required Information

17. Class attendance policies – attendance, tardiness, early departure, maximum absences/tardiness. Policy for class attendance, tardiness, leaving early/during class session, and information about maximum absences/tardiness and penalties imposed on students' final grade due to attendance record should be included in the syllabus.

18. Netiquette: A suggested statement is below.

Remember your "netiquette," or network etiquette. Although you may traditionally interact informally with friends and family when you are online, it is important to note that this is a classroom environment and students must adhere to high standards of academic behavior. This classroom is a safe haven for all ideas. We are all unique individuals entitled to our own opinions and beliefs. Any comments, jokes, or remarks that denigrate the worth of an individual's physical/mental ability, body size, religion, race, creed, ethnic background, sexual preference, or gender are inappropriate and will not be tolerated.

   a. Do not say things in an email or forum post that you would not say face to face.
   b. Be polite, concise, and remember that all-caps signify yelling.
   c. Do not send forwards to the class list or to the professor.
   d. Proofread. Please avoid texting language, lack of punctuation, capitalization, or inappropriate signatures.
   e. Emojis should not be used in graded assignments. You are welcome to use them in informal writing.

19. Technical Assistance Statement. An online course syllabus should include clear instructions for requesting technical assistance from the Center for Online Learning, including an email address, phone number, and hours of availability.

20. Student Evaluation of Faculty Information. Suggested language for this section will be provided by the Office of the Senior Vice President/Provost.

21. Plagiarism Statement. Suggested language for this section will be provided by the Office of the Senior Vice President.

22. Certification of Original Work: Online courses must require the student to verify the originality of her/his work. A suggested certification statement is below.

> I certify that the attached paper is my original work. I am familiar with, and acknowledged my responsibilities which are part of, the University of Guam Student Code of Academic Integrity. I affirm that any sections of the paper which has been submitted previously is attributed and cited as such, and that this paper has not been submitted by anyone else. I have identified the sources of all information whether quoted verbatim or paraphrased, all images, and all quotations with citations and reference listings. Along with citations and reference listings, I have used quotation marks to identify quotations of fewer than 40 words and have used block indentation for quotations of 40 or more words. Nothing in this assignment violates copyright, trademark, or other intellectual property laws. I further agree that the submission of my assignment as replied back to this thread is intended to have, and shall have, the same validity as my handwritten signature.

23. Communication Policy (Preferred Method of Communication): Use of gotritons/triton email accounts, DM, SMS, social media, etc. and instructor response window for messages and assignments. Faculty should follow the university's email and social media policies. Additional information about instructor's communication (email/social media) policy for the class should be included in the syllabus.

24. EEO/ADA Statement. This policy statement was updated for Fanuchånan 2021. Revised policy language will be provided by the Office of the Senior Vice President/Provost.

COPY AND PASTE THE FOLLOWING ADA STATEMENT INTO YOUR SYLLABUS.

> The University is committed to maintaining the campus community as a place of work and study for faculty, staff, and students, free of all forms of discrimination and harassment. If you experience harassment or discrimination, then you should report it immediately to the EEO Director at the **EEO/ADA &Title IX Office**, Institutional Compliance Officer (671) 735-2244 located in Dorm 1. For immediate assistance in an emergency call 911.
>
> **DSS (Disability Support Services) Accommodation**
> If you are a student with a disability who will require an accommodation(s) to participate in this course, please contact the Student Counseling and Advising Service Disability Support Services office to discuss your specific accommodation needs confidentially. A Faculty Notification letter will be emailed to me specifying your approved accommodation. If you are not registered, you should

do so immediately at the Student Center, Rotunda office #5, sssablan@triton.uog.edu or ph/TTY: 735-2460, to coordinate your accommodation request.

Other Optional Information

25. Assignment/Assessments Make-up Policy. Instructor's or Program's policy about making up missed Assignments and Assessments.

26. Withdrawal Policy. Information about the University's Voluntary Withdrawal deadline and instructor's policy for addressing withdrawals after the university voluntary withdrawal deadline.

27. Disposition Statement (Acceptable or unacceptable behavior). Instructor's policy about expected student behavior in the course.

28. Student Support Information (Writing Center, Math Lab, Isa Psychological Services). Information about student support services offered across the campus.

29. Turnitin Statement (if Turnitin is being used). Information about using Turnitin as an originality check for students' assignments and Turnitin's policies about archiving of students' work in Turnitin's database.

30. Tobacco and Drug-Free Campus Statement. Official university statements about a Tobacco and Drug-Free Campus.

31. Policies about cell phone and other tech devices. Instructor's policy about using cell/smart phones and other devices in class.

32. Recycling Campaign. Information about the University's recycling campaign.

33. How to Succeed in an Online Course. Tips for students' success in online courses.

[Course Number] [Course Title]
Course Syllabus and Calendar

Section Information
Section [Number]
Course Delivery Mode [Face-to-Face, Hybrid/Face-to-Face, OLL-Synch, OLL-Asynch, OLL-HYB]
[Course Schedule Days/Times]
[Location/Room]

Instructor Information
[Name]
Email [xxxxxx@triton.uog.edu]
[Office Location – Room Number]
[Office Hours - Schedule]
[Office Phone Number XXX-XXXX]

COURSE CATALOG DESCRIPTION

COURSE CONTENT

[ADDITIONAL COURSE INFORMATION]

STUDENT LEARNING OUTCOMES ALIGNMENT MATRIX

Course Student Learning Outcomes (SLO)	GenEd Learning Outcomes (GELO)	Program (PLO)	Institutional (ILO)

COURSE REQUIREMENTS

REQUIRED TEXTS

ACCESS STATEMENT FOR OLL-DELIVERED COURSES

GRADING INFORMATION

COURSE FINAL GRADES

A+

A

A-

B+

B

B-

C+

C

D

F

NC   No Credit. *Note: This Course Grade must be stated in the approve Course Catalog Description.*

UW: Unofficial withdrawal assigned by Registrar. Student stopped attending classes and did not submit required documents to the Admissions & Records office.

W: Withdrawal assigned by Registrar. Student stopped attending classes and submitted required documents to the Admissions & Records office.

GRADE CATEGORIES: ASSIGNMENTS AND PERCENTAGES

ASSIGNMENT DESCRIPTIONS

Course, Program, and University Policies and Other Information
Note: Official language about policies should follow university policy language or program policy language. Refer to the following sections in the **Faculty Guide for Developing Course Syllabus** for additional information about policies and other information to include in this section of the syllabus:

- Other Required Information

- Other Optional Information

COURSE CALENDAR

WEEK [Number]

    [Date]: Course Session [Number]

    <u>Activities & Assignments</u>   <u>Target SLOs</u> [Number/s]

-

    [Date]: Course Session [Number]

    <u>Activities & Assignments</u>   <u>Target SLOs</u> [Number/s]

-

WEEK [Number]

    [Date]: Course Session [Number]

    <u>Activities & Assignments</u>   <u>Target SLOs</u> [Number/s]

-

    [Date]: Course Session [Number]

    <u>Activities & Assignments</u>   <u>Target SLOs</u> [Number/s]

-

<u>FINALS WEEK</u>
[Date]
[Exam Time]

*During Final Exam Week, the class meets according to the Approved Exam Schedule. All UOG classes are required to meet during Final Exam Week.