# VCC logo[Course Name] Syllabus

[Course Number]

[Term Dates]

## Instructor contact information

Name (consider including your pronouns):

Department:

Office Location: Office Phone: Office Hours:

Email: Other Information:

## Course information

Course Delivery Mode: (Fully online, blended/hybrid, face-to-face classroom)

Course Meeting Times:

Classroom Location: Building/Room Number (if applicable)

Additional facilities: (if applicable…labs, practice rooms, studios)
Recommended technology for course: (device, internet access…)

### What is this course about?

Write a 3-5 sentence, student centred course description outlining what the course is about and how it’s relevant to students. (Tip: Think about what excites you as a teacher about this course).

### All are welcome optional statement on inclusivity)

*Sample 1:* All students deserve a safe, respectful learning environment and your contributions are important. I welcome feedback that will improve your course experience.

*Sample 2:* I am committed to creating a course that is welcoming and inclusive for all learners. My goal is to eliminate any barriers to your learning while maintaining and achieving the learning outcomes. If you experience any challenges in understanding course content, navigating the course or participating in course activities, please let me know so I can determine if an adjustment can be made. I am always looking for feedback that will enhance your experience in the course.

*Sample 3:* My goal is to create a safe and inclusive learning environment where everyone feels valued and respected. I strive to use materials and activities that are inclusive of diversity including gender, sexuality, disability, age, socioeconomic status, ethnicity, race, and culture. Your suggestions are encouraged and appreciated to improve present and future learning experiences in the course. [insert credit] Adapted from University of Iowa College of Education

## What will I learn in this course?

At the successful completion of this course, you will be able to: (list learning objectives from official course outline):

## What are the required texts and materials?

These are the required materials for this class. Textbooks can be found at the VCC Bookstore or online. [Is there any OER available? can you offer an online and print version? Check with your [VCC librarian](https://libguides.vcc.ca/).] Is there any required technology or supplies?

### ****Textbooks****

1. [Textbook Name – ISBN (link to purchase)](http://www.csun.edu/accessibility/documents/template_docs/syllabus.html)
2. [Textbook Name – ISBN if 2 books (link to purchase)](http://www.csun.edu/accessibility/documents/template_docs/syllabus.html)

### ****Online Resources****

* Moodle Course Page
* [Online course link (i.e. MyMathLab.com, supplemental software)](http://www.csun.edu/accessibility/documents/template_docs/syllabus.html)

### ****Other Supplies/Required Materials****

* Resource 1
* Resource 2
* Resource 3

## How will I demonstrate my learning? (How will my grade be determined?) [Evaluation plan from official course outline. Consider including some details about each assessment]

| **Assessment Type** | **Percentage of Grade** | **Description** |
| --- | --- | --- |
| Assignments | 10% | These are open book assignments due at various points through the term through Moodle. Opportunity to practice your skills in low-stakes environment. |
| Lab Work | 20% | Two formal lab reports at 7% and two informal reports at 3%.  |
| Exam | 60% | Two exams at 30% each. |
| Quizzes/Tests | 10% | Five quizzes for a total of 10%. |
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### What is the grading scale for the course?

CHOOSE ONE of the example formats below for accessible grading scale and ensure the scale is correct for your course> this is one of the 3 standard scales at VCC as of 2023. It’s important that the plus and minus are written out for screenreaders.

**Example 1: Grading scale with table format**

Table 1: Grading Scale Table

| **Grade** | **Percentage** | **GPA** |
| --- | --- | --- |
| A plus | 90 to 100% | 4.33 |
| A | 85 to 89% | 4.00 |
| A minus | 80 to 84% | 3.67 |
| B plus | 76 to 79% | 3.33 |
| B | 72 to 75% | 3.00 |
| B minus | 68 to 71% | 2.67 |
| C plus | 64 to 67% | 2.33 |
| C | 60 to 63% | 2.00 |
| C minus | 55 to 59% | 1.67 |
| D | 50 to 54% | 1.00 |
| F | 0 to 49% | 0.00 |

The passing grade for the course is [INSERT HERE].

**Example 2: Grading scale without table format**

A plus = 90 to 100 (GPA 4.33) A = 85 to 89 (GPA 4.00) A minus = 80 to 84 (GPA 3.67)

B plus = 76 to 79 (GPA 3.33) B = 72 to 75 (GPA 3.00) B minus = 68 to 71 (GPA 2.67)

C plus = 64 to 67 (GPA 2.33) C = 60 to 63 (GPA 2.00) C minus = 55 to 59 (GPA 1.67)

D = 50 to 54 (GPA 1.00) F = 0 to 49 (GPA 0.00)

The passing grade for the course is [INSERT HERE].

## What are the course policies?

### Accommodations

 *Sample 1*: Students with diverse ways of learning are welcome in this course. If you are experiencing barriers to learning due to a disability or possible disability, I encourage you to reach out to [Disability Services](https://www.vcc.ca/services/services-for-students/disability-services/) at (604) 871-7000, option 2 or disabilityservices@vcc.ca to learn more about available supports and resources. Offices are located at the Broadway campus (level 4, room 4022) or Downtown campus (level 1, room 103).

*Sample 2*: Vancouver Community College is committed to providing accessible education. If you have a disability or possible disability that may have some impact on your work in this class and for which you may require accommodations, please contact [Disability Services](https://www.vcc.ca/services/services-for-students/disability-services/) at (604) 871-7000, option 2 or disabilityservices@vcc.ca. Offices are located at the Broadway campus (level 4, room 4022) or Downtown campus (level 1, room 103).

### Make Up Exams/Assignment

*Be consistent with department policies/program policies guiding make-up exams, supplemental exams, how often students can re-do an assignment, etc.*

### Late Assignments

*Sample 1:* The due dates for each assignment are listed on the course syllabus and posted in Moodle. It is important to stay on track with your assignments; not only will this help you feel less stressed, but it is also an important skill you will need in your career. However, I know that sometimes life is unpredictable and you have competing responsibilities. In light of this, I have allotted two flex opportunities that you can use to extend two assignments up to two days each. You can use these flex opportunities for any assignment for any reason. You do not need to share with me the reason why. Just email me that you'd like to use them.

*Sample 2:* If you find that you need an extension, please contact me to discuss your concerns. Extensions may be granted in the case of illness, family emergency, or other substantial need. Please contact me prior to the due date, if possible, to request an extension. Submitting assignments late, without a granted extension from the instructor, may result in a reduced grade (x points per day late, or y% reduced).

(samples from [Syllabus Tips and Sample Statements, Virginia Tech](https://teaching.vt.edu/teachingresources/syllabi-and-learning-contracts/example-syllabus-statements.html#success))

### Participation/Attendance

 *Are students required to attend a certain percentage of course meetings in order to pass? If so, attendance must be part of PCG or official course outline. For courses not in a program, the attendance requirement would need to be explicit on the course outline, probably in the Instructional Strategies section, or for older outlines in the assessment plan (approved through governance). Best practice is to build it into a participation grade in the evaluation plan. If you can have flexibility and be transparent about it with students about it being acceptable to miss a few classes (relative to overall length of course) due to life circumstances, that is also a best practice.*

### Academic Integrity

*Sample:*  VCC recognizes academic integrity based on the values of intellectual and academic honesty, respect, responsibility, and proper attribution of someone else’s work. VCC expects students to demonstrate these valuesin their academic work. Students are responsible for educating themselves about VCC's [academic integrity policy](https://www.vcc.ca/media/vancouver-community-college/content-assets/documents/policies/d-4-5-academic-integrity-policy-2021-04-13.pdf). I am also here to support you in understanding what academic integrity means. Please let me know if you have any questions.

Find out more about VCC [Academic Integrity resources and supports](https://www.vcc.ca/keep-learning/academic-integrity-and-research/).
[Sample language for AI tools](https://docs.google.com/document/d/1RMVwzjc1o0Mi8Blw_-JUTcXv02b2WRH86vw7mi16W3U/edit). Language for this will depend on your course and assessments. You may also wish to co-create this policy with students at start of course.

*Sample AI-1:* You may use AI programs e.g. ChatGPT to help generate ideas and brainstorm, or to help you understand concepts. However, know that the material generated by these programs may be inaccurate, incomplete, or otherwise problematic. ChatGPT is known to create references that do not exist. You may not submit any work generated by an AI program as your own. If you include material generated by an AI program, it should be cited like any other reference material (with due consideration for the quality of the reference, which may be poor).

*Sample AI-2:* **AI-Use only with acknowledgement**

Students are allowed to use advanced automated tools (artificial intelligence or machine learning tools such as ChatGPT or Dall-E 2) on assignments in this course if that use is properly documented and credited. For example, text generated using ChatGPT-3 should include a citation such as: “Chat-GPT-3. (YYYY, Month DD of query). “Text of your query.” Generated using OpenAI. [https://chat.openai.com/”](https://chat.openai.com/%E2%80%9D) Material generated using other tools should follow a similar citation convention. At the end of the assignment you must include a paragraph indicating at what stage of the process the tool was used.

*Sample AI-3:* Here are approved uses of AI in this course. You can take advantage of a generative AI to:

* Fine tune your research questions.
* Brainstorm ideas. Ask questions about a concept you’re learning.
* Check grammar, rigor, and style of your writing; help you find an expression.

***AI tools may not be used during quizzes, tests, or to generate writing assignments****,* unless explicitly permitted and instructed.

*Sample AI 4:* ***Use only with prior permission***

Students are allowed to use advanced automated tools (artificial intelligence or machine learning tools such as ChatGPT or Dall-E 2) on assignments in this course if instructor permission is obtained in advance. Unless given permission to use those tools, each student is expected to complete each assignment without substantive assistance from others, including automated tools.

## What is the course schedule? When are the important due dates?

…..Adapt the table below to fit your class

Visit [Guide for Creating Accessible Table](https://www.csun.edu/sites/default/files/Guide-Creating-Accessible-Tables.pdf).

Table 2: Class Schedule

| **Week** | **Class Date**  | **What will we be learning about? (Themes/Topics)** | **Preparation before class** | **Reminders/****Important Due Dates** |
| --- | --- | --- | --- | --- |
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## What free College resources can help me during this course?

* [Learning Centre](https://learningcentre.vcc.ca/#gsc.tab=0): tutoring, workshops and academic coaching.
* [Counselling](https://www.vcc.ca/services/services-for-students/counselling/): personal and career counselling.
* [Disability Services](https://www.vcc.ca/services/services-for-students/disability-services/about-disability-services/): course and program planning assistance, ongoing learning assistance, services like exam accommodation for students with disabilities.
* [Indigenous Education & Community Engagement](https://www.vcc.ca/services/services-for-students/indigenous-services/about-us/): creating a safe and empowering environment for First Nations, Inuit, and Métis learners. Indigenous advisors, on-campus Elders and Gathering Spaces.
* [Library](https://library.vcc.ca/): digital and text resources, research support, technology access, study space.
* [Arbiter of Student issues](https://www.vcc.ca/services/services-for-students/dispute-resolution/): support to VCC students around disputes and [complaints](https://www.vcc.ca/services/current-students/student-complaints/general-information/) arising at VCC and relative to VCC policies.
* [Students Union of Vancouver Community College](http://suvcc.ca/): student advocate, printing, u-pass, legal advising.
* [Advising](https://www.vcc.ca/applying/registration-services/advising-services/): make informed academic choices, develop education plans to meet your goals.

## How can I be successful in this course?

*Idea: Collect a list of tips from previous students to share.*

1. *Sample 1:* I believe that everyone in this class is fully capable of engaging with the material in this course and learning through preparation, practice and reflection. Here’s some strategies that will help you be successful:
Scan the reading/powerpoint in advance (as listed on the Course Schedule). This will prepare you to better engage in class activities and process new information.
2. Check in to Moodle regularly for announcements and upcoming assignments/quizzes.
3. Participate and ask questions.
4. Do practice problems. Apply your learning and identify your strengths and gaps.
5. Work with your classmates. Collaborative learning allows you to learn from each other, challenge each other, and check that you really know what you think you know.
6. Plan regular study time and break assignments into small pieces/start early.
7. Come to any of the office hours if you have questions or are feeling lost. Bring your work or prepared questions to make the most of our time together.

## [College Policies](https://www.vcc.ca/about/governance--policies/policies/)

* [D.4.3. Student Non-Academic Conduct](https://www.vcc.ca/media/vancouver-community-college/content-assets/documents/policies/d-4-3-student-non-academic-conduct-policy-2021-05-27.pdf)
* [D.4.5 Academic Integrity](https://www.vcc.ca/media/vancouver-community-college/content-assets/documents/policies/d-4-5-academic-integrity-policy-2021-04-13.pdf)
* [A.3.1 Prevention of Harassment, Discrimination, and Bullying](https://www.vcc.ca/media/vancouver-community-college/content-assets/documents/policies/a-3-1-prevention-harassment-discrimination-bullying-policy-2013-04-04.pdf)
* [A.3.10 Sexual violence & misconduct](https://www.vcc.ca/media/vancouver-community-college/content-assets/documents/policies/Sexual-Violence-and-Misconduct-Policy-A.3.10.pdf)
* [C.1.2. Appeal of Final Grade](https://www.vcc.ca/media/vancouver-community-college/content-assets/documents/policies/c-1-2-appeal-final-grade-policy-2016-12-13.pdf)

These are a few of the College policies that are very important to be aware of. Students are responsible for educating themselves about VCC policies and procedures, including standards of student conduct. If you have questions about any of these policies, please reach out to me. Ignorance of any VCC policies and procedures does not excuse students from responsibility for their actions.

# RESOURCES For INSTRUCTOR (Delete THIS PAGE when finished creating syllabus)

## Table of Contents

* Adding Table of Contents to any documents or syllabus **over** **8 pages makes** it easier for readers to go directly to a specific section in the document.
* The Headings structure will automatically populate a table of contents and provide accessible navigation tabs for screen readers rely on headings structure.
* To create Table of Contents, select the **References** tab, **Table of Contents** drop-down list, select **Automatic Table 1**
* If you made further changes in your document after insert Table of Contents, select the References tab, select Update Table, Update entire table, OK.

## Creating an Accessible Syllabus Guide

* [Creating an Accessible Syllabus Guide and video tutorials](https://www.csun.edu/universal-design-center/syllabus)
* [Blackboard](https://grok.lsu.edu/article.aspx?articleid=20433) Ally
* [Microsoft Office Accessibility Checker](https://www.csun.edu/universal-design-center/document-learning-tools#MicrosoftOfficeAccessibilityChecker)
* [Save As PDF: Word to PDF](https://www.csun.edu/universal-design-center/document-learning-tools#SaveAsPDF)
* [Captioning Videos](https://www.csun.edu/universal-design-center/captioning)