**Text

Description automatically generatedSyllabus Guidelines for Undergraduate Courses**

Quick Access Links:

* [Online Syllabus Manager (OSM)](https://osm.oasis.unc.edu/) – *College units only*
* [Link to syllabus guidelines webpage]

Overview

A syllabus defines the goals of a course and describes the activities, readings, assignments, and policies. It is often the first contact that students have with you (the instructor) and the course, so it is important to set the right tone. Instructors at UNC-Chapel Hill should strive to develop syllabi that are both **an effective map of the course’s logistics** and an **invitation for students to actively engage in the learning process.**

Syllabus Template

Use the syllabus template to enter your course information. *Italicized* text reference notes and/or examples for instructors to consider when formatting their syllabus. Please delete any italicized text before finalizing your syllabus.

**– The syllabus template begins on the next page –**

# **[Course Title]**

## [Course Number] [Section Number]

## [Semester]

# **Course Information**

***Note:*** *Confirm course information in the* [*Catalog*](https://catalog.unc.edu/course-search/) *and* [*Connect Carolina*](https://connectcarolina.unc.edu/)*.*

|  |  |
| --- | --- |
| **Credit Hours** |  |
| **Pre or Co-requisites** |  |
| **Target Audience** | (e.g., first-year students; majors only, advanced undergraduates) |
| **Meeting Pattern** | (e.g., MWF, 8am – 8:50am; TTH, 9:30am – 10:45am) |
| **Instructional Format** | (e.g., in-person, remote synchronous) |
| **Classroom or Location** | (e.g., room and building; any off-campus locations or field sites) |

**Instructor Information**

***Note:*** *Instructors should hold a total of 3 office hours per week for a standard 3-credit hour course.*

|  |  |
| --- | --- |
| **Instructor** | Name:   * Office Location: * Office Hours: * Contact Email: * Zoom Room ID: |
| **Teaching Assistant(s)** | Name:   * Office Location: * Office Hours: * Contact Email: * Zoom Room ID: |

# **Course Content**

## Course Description

## ***Note:*** *Enter your course description, which can be an expanded version of the official description provided in the* [*Academic Catalog*](https://catalog.unc.edu/course-search/)*.*

## Course Texts

***Note:*** *List required or recommended texts for students and note how they will be made available (e.g., free PDF text posted to Sakai by the instructor, available for purchase at the UNC student stores, etc.).*

## Course Goals and Learning Outcomes

***Note:*** *It is important for students to understand what they will accomplish by taking this course. Course goals are not simply statements about course topics; they are descriptions of competencies that students should expect to develop in this course.*

## IDEAs in Action General Education Curriculum

***Note:*** *Each requirement in the IDEAs in Action curriculum has a set of standard Student Learning Outcomes (SLOs). Please follow these instructions for adding SLOs to your syllabus for approved Gen Ed requirements.*

1. *Search for your course in the* [*Catalog*](https://catalog.unc.edu/course-search/) *or check Faculty Center in ConnectCarolina. Approved IDEAs in Action attribute codes & descriptions will be listed on your course.*
2. *For each approved Gen Ed attribute, add the Student Learning Outcomes to your syllabus using the information from the* [*Catalog*](https://catalog.unc.edu/undergraduate/ideas-in-action/#learningoutcomestext)*.*

# Expected Time Dedicated to the Class

***Note:*** *Include a statement outlining expectations for work outside of class. See sample statements below.*

# **Course Assignments & Assessments**

## Assignment Descriptions

***Note:*** *These are sample assignments; please edit as appropriate for your course.*

***Class Participation: 10% of final grade***

*Provide a brief description, any relevant details, and expectations for students.*

***Assignment #1 (e.g., written assignments):******15% of final grade***

*Provide a brief description, any relevant details, and expectations for students.*

***Assignment #2 (e.g., written assignments):******15% of final grade***

*Provide a brief description, any relevant details, and expectations for students.*

***Assignment #3 (e.g., written assignments):******15% of final grade***

*Provide a brief description, any relevant details, and expectations for students.*

***Mid-Term Exam:******20% of final grade***

*Provide a brief description, any relevant details, and expectations for students.*

***Final Exam/Final Assessment:******25% of final grade***

*Provide a brief description, any relevant details, and expectations for students.*

## Grade Scale

***Note:*** *Converting your final average to a letter grade. More information about the grading system is available on the* [*Registrar’s website*](https://registrar.unc.edu/academic-services/grades/explanation-of-grading-system/)*. Denote to which decimal place, if any, you will round final average grades (e.g., if a 93.5+ or a 94.0 is an A).*

|  |
| --- |
| **Undergraduate Scale (Sample)** |
| 93.5 or above: A |
| 89.5 to 93.4: A- |
| 86.5 to 89.4: B+ |
| 82.5 to 86.4: B |
| 79.5 to 82.4: B- |
| 76.5 to 79.4: C+ |
| 72.5 to 76.4: C |
| 69.5 to 72.4: C- |
| 66.5 to 69.4: D+ |
| 59.5 to 66.4: D |
| Below 59.4: F |

# **Course Schedule**

***Note:*** *Please insert a weekly schedule below or provide a direct link if this is available online in a separate document. Please add exam dates, assignment due dates, and University holidays once determined.*

| **Class Session** | | **Topic** | **Readings and Assignments Due** |
| --- | --- | --- | --- |
| **#** | **Date** |
| 1 |  |  |  |
| 2 |  |  |  |
| 3 |  |  |  |
| **Unit 1** | | | |
| 4 |  |  |  |
| 5 |  |  |  |
| 6 |  |  |  |
| 7 |  |  |  |
| 8 |  |  |  |
| 9 |  |  |  |
| 10 |  |  |  |
| 11 |  |  |  |
| 12 |  |  |  |
| 13 |  |  |  |
| 14 |  |  |  |
| **Unit 2** | | | |
| 15 |  |  |  |
| 16 |  |  |  |
| 17 |  |  |  |
| 18 |  |  |  |
| 19 |  |  |  |
| 20 |  |  |  |
| 21 |  |  |  |
| 22 |  |  |  |
| 23 |  |  |  |
| **Unit 3** | | | |
| 24 |  |  |  |
| 25 |  |  |  |
| 26 |  |  |  |
| 27 |  |  |  |
| 28 |  |  |  |
| 29 |  |  |  |
| 30 |  |  |  |
| 31 |  |  |  |
| **Unit 4** | | | |
| 32 |  |  |  |
| 33 |  |  |  |
| 34 |  |  |  |
| 35 |  |  |  |
| 36 |  |  |  |
| **Unit 5** | | | |
| 37 |  |  |  |
| 38 |  |  |  |
| 39 |  |  |  |
| 40 |  |  |  |
| 41 |  |  |  |
| 42 |  |  |  |
| **TBD** | | **Final Exam** | |

# **Academic and Course Policies**

***Note:*** *The content below provides sample statements for a variety of required and recommended policies. Instructors are encouraged to use these statements when creating a syllabus.*

*Additional resources:* [*https://curricula.unc.edu/curriculum-proposals/cim/syllabus/*](https://curricula.unc.edu/curriculum-proposals/cim/syllabus/)

|  |  |
| --- | --- |
| **Attendance Policy  (Required)** | **University Policy:**  No right or privilege exists that permits a student to be absent from any class meetings, except for these University Approved Absences:   1. Authorized University activities 2. Disability/religious observance/pregnancy, as required by law and approved by [Accessibility Resources and Service](https://ars.unc.edu/) and/or the [Equal Opportunity and Compliance Office](https://eoc.unc.edu/what-we-do/accommodations/) (EOC) 3. Significant health condition and/or personal/family emergency as approved by the [Office of the Dean of Students](https://odos.unc.edu/), [Gender Violence Service Coordinators,](https://womenscenter.unc.edu/resources/gender-violence-services/) and/or the [Equal Opportunity and Compliance Office](https://eoc.unc.edu/what-we-do/accommodations/) (EOC).   **Class Policy:**  **Note:** Instructors may work with students to meet attendance needs that do not fall within University approved absences. For situations when an absence is not University approved (e.g., a job interview or club activity), instructors determine their own approach to missed classes and make-up assessments and assignments. Please provide your approach on the course syllabus.  **Example:** Please communicate with me early about potential absences. Please be aware that you are bound by the Honor Code when making a request for a University approved absence. |
| **Honor Code Statement (Required)** | Students are bound by the Honor Code in taking exams and in written work. The [Honor Code of the University](https://studentconduct.unc.edu/honor-system) is in effect at all times, and the submission of work signifies understanding and acceptance of those requirements. Plagiarism will not be tolerated. Please consult with me if you have any questions about the Honor Code. |
| **Acceptable Use Policy** | By enrolling as a student in this course, you agree to abide by the University of North Carolina at Chapel Hill policies related to the acceptable use of IT systems and services. You may be asked to participate in online discussions or other online activities that may include personal information about you or other students in the course.  The rights and protection of other participants are protected under the UNC-Chapel Hill [Information Technology Acceptable Use Policy](https://unc.policystat.com/policy/6875241/latest/), which covers topics related to using digital resources, such as privacy, confidentiality, and intellectual property.  Consult the University website “[Safe Computing at UNC](https://safecomputing.unc.edu/)” for information about the data security policies, updates, and tips on keeping your identity, information, and devices safe. |
| **Late Submissions** | *Describe when submissions will be considered late, how many points will be deducted, etc.* |
| **Syllabus Changes (Required)** | The instructor reserves the right to make changes to the syllabus, including project due dates and test dates. These changes will be announced as early as possible. |
| **Optional Mask Use** | **Community Standards in Our Course and Mask Use**.  UNC-Chapel Hill is committed to the well-being of our community – not just physically, but emotionally. The indoor mask requirement was lifted for most of campus on March 7, 2022. If you feel more comfortable wearing a mask, you are free to do so. There are many reasons why a person may decide to continue to wear a mask, and we respect that choice. |
| **Grade Appeal Process** | *A Grade Appeal Process statement is recommended on all syllabi. You may use the following example or create your own.*  If you feel you have been awarded an incorrect grade, please discuss with me. If we cannot resolve the issue, you may talk to our departmental director of undergraduate studies or appeal the grade through a formal university process based on arithmetic/clerical error, arbitrariness, discrimination, harassment, or personal malice. To learn more, go to the [Academic Advising Program](https://advising.unc.edu/faqs/academic-difficulty-appeals/) website. |
| **Technology Use** | I generally allow computers to be used in class, especially if an assigned reading was available electronically. I reserve the ability to disallow the use of computers when I feel doing so will enhance discussion. If you choose to use your laptop, I expect you to be 100% “with us,” which means no e-mail, no Facebook, no Twitter, no ESPN, and so on. |

# **Services and Student Support**

***Note:*** *The content below provides sample statements for a variety of services. Instructors are encouraged to use these statements when creating a syllabus.*

*Additional resources:* [*https://curricula.unc.edu/curriculum-proposals/cim/syllabus/*](https://curricula.unc.edu/curriculum-proposals/cim/syllabus/)

|  |  |
| --- | --- |
| **Accessibility Resources and Services  (Required)** | The University of North Carolina at Chapel Hill facilitates the implementation of reasonable accommodations, including resources and services, for students with disabilities, chronic medical conditions, a temporary disability or pregnancy complications resulting in barriers to fully accessing University courses, programs and activities.  Accommodations are determined through the Office of Accessibility Resources and Service (ARS) for individuals with documented qualifying disabilities in accordance with applicable state and federal laws. See the ARS Website for contact information: [https://ars.unc.edu](https://ars.unc.edu/) or email [ars@unc.edu](mailto:ars@unc.edu). |
| **Counseling and Psychological Services  (Required)** | CAPS is strongly committed to addressing the mental health needs of a diverse student body through timely access to consultation and connection to clinically appropriate services, whether for short or long-term needs. Go to their website: <https://caps.unc.edu/> or visit their facilities on the third floor of the Campus Health Services building for a walk-in evaluation to learn more. |
| **Title IX Resources  (Required)** | Any student who is impacted by discrimination, harassment, interpersonal (relationship) violence, sexual violence, sexual exploitation, or stalking is encouraged to seek resources on campus or in the community. Reports can be made online to the EOC at <https://eoc.unc.edu/report-an-incident/>. Please contact the University’s Title IX Coordinator (Elizabeth Hall, interim – [titleixcoordinator@unc.edu](mailto:titleixcoordinator@unc.edu)), Report and Response Coordinators in the Equal Opportunity and Compliance Office ([reportandresponse@unc.edu](mailto:reportandresponse@unc.edu)), Counseling and Psychological Services (confidential), or the Gender Violence Services Coordinators ([gvsc@unc.edu](mailto:gvsc@unc.edu); confidential) to discuss your specific needs. Additional resources are available at [safe.unc.edu](https://safe.unc.edu/). |
| **Policy on Non-Discrimination** | The University is committed to providing an inclusive and welcoming environment for all members of our community and to ensuring that educational and employment decisions are based on individuals’ abilities and qualifications. Consistent with this principle and applicable laws, the University’s [Policy Statement on Non-Discrimination](https://unc.policystat.com/policy/4467906/latest/) offers access to its educational programs and activities as well as employment terms and conditions without respect to race, color, gender, national origin, age, religion, creed, genetic information, disability, veteran’s status, sexual orientation, gender identity or gender expression.  Such a policy ensures that only relevant factors are considered and that equitable and consistent standards of conduct and performance are applied.  If you are experiencing harassment or discrimination, you can seek assistance and file a report through the Report and Response Coordinators (see contact info at  [safe.unc.edu](https://safe.unc.edu/)) or the [Equal Opportunity and Compliance Office](http://eoc.unc.edu/), or online to the EOC at <https://eoc.unc.edu/report-an-incident/>. |
| **Diversity Statement** | *A diversity statement is recommended on all syllabi. You may use the following example or create your own.*  I value the perspectives of individuals from all backgrounds reflecting the diversity of our students. I broadly define diversity to include race, gender identity, national origin, ethnicity, religion, social class, age, sexual orientation, political background, and physical and learning ability. I strive to make this classroom an inclusive space for all students. Please let me know if there is anything I can do to improve, I appreciate suggestions. |
| **Undergraduate Testing Center** | The College of Arts and Sciences provides a secure, proctored environment in which exams can be taken. The center works with instructors to proctor exams for their undergraduate students who are not registered with ARS and who do not need testing accommodations as provided by ARS. In other words, the Center provides a proctored testing environment for students who are unable to take an exam at the normally scheduled time (with pre-arrangement by your instructor). For more information, visit <http://testingcenter.web.unc.edu/>.  (source: <http://testingcenter.web.unc.edu/>) |
| **Learning Center** | The UNC Learning Center is a great resource both for students who are struggling in their courses and for those who want to be proactive and develop sound study practices to prevent falling behind. They offer individual consultations, peer tutoring, academic coaching, test prep programming, study skills workshops, and peer study groups. If you think you might benefit from their services, please visit them in SASB North or visit their website to set up an appointment: [http://learningcenter.unc.edu](http://learningcenter.unc.edu/). |
| **Writing Center** | The Writing Center is located in the Student and Academic Services Building and offers personalized writing consultations as well as a variety of other resources. This could be a wonderful resource to help with your writing assignments in this course (and any assignments in your other courses). You do not need a complete draft of your assignment to visit; they can help you at any stage! You can chat with someone in the writing center or set up as appointment on their website: [http://writingcenter.unc.edu](http://writingcenter.unc.edu/). |