# Syllabus template (for any modality)

INFORMATION IN THIS TEMPLATE WAS LAST REVISED **SEPTEMBER 16, 2025**. Latest revisions are highlighted.

## Key to the color-coding and asterisks in this document

\*\***RED** = Sections *required* by Academic Assembly (2013) or WA state law.

\***Single asterisk** = Sections *recommended* by Academic Assembly (2013)

**BLUE** = Suggestions and notes from the Center for Faculty Development.

**PURPLE** = *Recommended* additions specifically as we return to in-person teaching during the COVID-19 pandemic.

## Background to the syllabus template

In spring 2013, Academic Assembly passed new “requirements” and “recommendations” for all Seattle University syllabi and requested that the Center for Faculty Development maintain an updated template.

Additionally, WA state law changed in July 2019 requiring a syllabus statement on religious accommodations, and federal ADA regulations on accessibility became law in early 2020.

This syllabus template is designed to help SU faculty meet those requirements in a way that is user-friendly both for you and your students. As with all activities and resources from the Center for Faculty Development, it is not required, but optional; if you have a syllabus format that works well already, continue to use it, while checking that the sections in red below are included, and that your document is ADA compliant so that it is comprehensible using a screen reader.

Suggestions/comments from the Center for Faculty Development are in blue and in [brackets]. Please delete them as you create your syllabus.

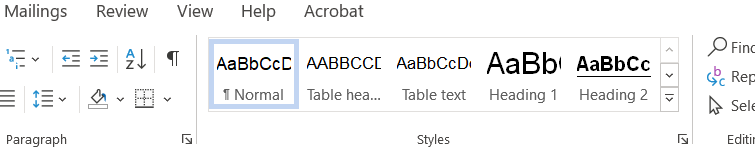
Feel free to re-use or adapt any wording in this document that looks useful for your courses.

If you are pasting text from another document in MS Word, use Paste > Paste Special > Unformatted Text to remove previous formatting. (These instructions should work on both Macs and PCs.)

If you are also pasting the syllabus onto Canvas pages, consider setting up the syllabus as its own module; we have suggested below where you might want to begin each new page so that it is easier for students to locate.

## Compliance with the Americans with Disabilities Act (ADA)

Use the document “Styles” sheet in the “Home” tab toolbar to ensure legibility and consistency:



Avoid color-coding alone to convey meaning, since it does not work with screen readers.

If using different colors for text or backgrounds, double-check that the color contrast is ADA compliant using the Contrast Checker tool at <https://webaim.org/resources/contrastchecker/>

If you use images of any sort, be sure to add alt-text in the formatting to describe the image. To do this, select the image, click the “Picture Format” tab, then “Alt-Text” in insert a description.

When creating a PDF of your syllabus, use the “Save As” function (rather than “Print”) to preserve ADA features.

*Remember to delete this introduction, all asterisks, and all blue text and to reset all other text to black once you have finished revising your syllabus.*

*Use the “Styles” function in MS Word to return text to black and to comply with ADA requirements.*

# Course title

SYLLABUS AND SCHEDULE | Quarter/Semester Year

## Welcome/Introductory statement of principles

[Address students throughout the syllabus as “you.”]

[We recommend you begin your syllabus with a personalized statement that helps students feel that they belong, are welcome, and will be supported and encouraged in their learning. For Fall 2021, students and faculty may have a range of concerns about adjusting to being together in person, so acknowledging that context up-front will be helpful. Focusing on our humanity before moving to course content can help reaffirm to students that Seattle University’s priorities lie in supporting one another in a community of care.]

## \*Course description/rationale

[Include in this section an overview of the course that gets the students excited about the material. Highlight what’s great about the subject; explain how it relates to other courses in the major, Core, program, etc., and what kinds of skills – [transferable](https://www.seattleu.edu/faculty-development/faculty-resources/student-career-readiness/) or subject-specific – students will be practicing to help boost their motivation and engagement.]

[You may also want to add a comment about adjustments to the syllabus. Example:]

Your learning is my primary concern in this course, so I may modify the schedule if, for instance, we discover we need to spend time on a certain topic and less on another.

## Course information

Course code: XXXX-XX

\*# credits: X

\*Location: XX [Room, Zoom, mix]

\*Class times: MTWThFS, X:XX–X:XX

First session: Date

Last session: Date [check finals schedule]

## Instructor information

\*Instructor: XX [link to your bio page on Canvas]

\*Phone: XX

\*Email: XX@seattleu.edu

Office: XX

Online office: Zoom Personal Meeting ID

## Office (student) hours

[We suggest this becomes its own section.

If you are teaching online and discover your students are in different time zones, consider offering shorter blocks of time for office hours at different points in the day, rather than one long block of time.

We suggest using Microsoft Bookings to schedule office hours, since it is part of the Office 365 suite and connects automatically to your Outlook calendar; if you’ve had to schedule a meeting during what would normally be office hours, those times will disappear from the students’ options. For details on how to do this, follow the guide from SeattleU’s ITS on [Scheduling Office Hours Using Microsoft Bookings](https://seattleuniversity.atlassian.net/servicedesk/customer/portal/2/article/200442017?src=1987457431).

Since the term “office hours” causes confusion for many students, an explanation is helpful. Example wording (partly adapted from Dr Amy Nusbaum’s post previously on Twitter/X):]

The time I have listed as “Office hours” is time for you. Office hours are a chance for you to meet with me one-on-one or in small groups to discuss the course, your learning, your plans for the future, or just to check in. Office hours can be in person or via Zoom, provided we have the bandwidth. As an alternative, I can offer some office hours over the phone. You can schedule an appointment using Microsoft Bookings at [insert URL]. If we are meeting over Zoom, we’ll use my Personal Meeting ID at [insert Zoom ID], and I’ve set up a waiting room to ensure you receive my full attention during your time slot – and to maintain your privacy.

## Response times

[We suggest you clarify your communication policy here to help manage student expectations. Example:]

The best way to reach me is to use [my SU email address/the email function in Canvas].

I will check my email regularly. You can email me at any time, but you may not receive a response outside regular business hours. Generally, emails received before 3 p.m. will receive a response before I finish work for the day, and emails received after 3 p.m. will receive a response on the following business day. Business days are Monday–Friday, except for holidays. I aim to stay off email in the evenings and over weekends and holidays and encourage you to do the same so that you get some balance. If I plan to be available outside regular hours (for example, the evening before a big assignment), I will let you know.

## \*\*Learning outcomes

[List the course learning outcomes addressing the student directly as “you.” To create outcomes that are more easily demonstrable through assignments, use the sentence fragment below to start your outcomes. **Remember that outcomes express what students will demonstrate in order to pass the course, not to get an A**. Try to use one action verb – e.g., describe, apply, analyze, formulate, evaluate – for each outcome. For a typical 5-credit course, you’d expect to see around 3–6 outcomes. For further resources on outcomes, check the [Learning Outcomes](https://www.seattleu.edu/faculty-development/faculty-resources/learning-outcomes/https:/www.seattleu.edu/faculty-development/faculty-resources/) page on the CFD website <https://www.seattleu.edu/faculty-development/faculty-resources/learning-outcomes/>].

On successful completion of this course (i.e. by *passing* this course), you will be able to

1.

2.

3.

4.

5.

## \*\*Core Curriculum learning objectives

[If you are teaching a course in the University Core Curriculum, include the learning objectives for the course exactly as stated in the approved Core documentation. You can retrieve the exact wording for your Core Learning Outcomes from the [Core Faculty Resources](https://redhawks.sharepoint.com/sites/Intranet-FacultyAffairs/SitePages/Core-Faculty-Resources.aspx?CID=ec496537-4cfd-4865-ad2b-96e3269c745e) page on the Core’s intranet site https://redhawks.sharepoint.com/sites/Intranet-FacultyAffairs/SitePages/Core-Faculty-Resources.aspx?CID=ec496537-4cfd-4865-ad2b-96e3269c745e ]

This course helps students

1.

2.

3.

[If pasting syllabus text into Canvas, consider starting the next segment on a new page for “assignments and grading.”]

## Assignments and grading

### \*Overview of graded assignments

[Provide a brief summary of assignments for the course here to help students see the course in its entirety. (Greater detail can come later.) Show how the assignments connect to the course outcomes. The chart gives students a clear picture of your expectations and allows them to plan ahead.]

|  |  |  |  |
| --- | --- | --- | --- |
| Assignment | relevant learning OUTCOMES | Relative value | Due date |
| 1. [e.g. mid-term exam] | [e.g. Outcomes 1, 3, 4] | X% |  |
| 2. |  | X% |  |
| 3. |  | X% |  |
| 4. |  | X% |  |
| 5. |  | X% |  |

[If you plan to provide full assignment details and/or grading rubrics in your syllabus, consider putting them together toward the end of the document just before the schedule. You and your students may find it simpler to have these details only on Canvas under Assignments.]

### Formatting and submitting your assignments

[Insert any policy on assignment formats if you have one. Include a rationale, if possible, so that students understand your reasoning. Example:]

It is important that your work is clearly presented and easy to read, so I have created a Word template that you can download from Canvas. This will enable me to return your work more quickly. Equally, your efforts should be focused on the content, not the layout, so you must present your work as follows.

|  |  |
| --- | --- |
| How? | Why? |
| Upload to Canvas | … because it’s easier and eco-friendlier than printing it out, and more reliable than emailing. Be sure to upload your assignments as an attachment – and *always* keep a copy. |
| Upload as a PDF | … because that’s the simplest format for me to be able to access, read, and make comments using a stylus. |
| Use 11 point Arial or Calibri (for PC) or 11 point Helvetica (for Mac) font | … because sans serif fonts like Arial and Helvetica are easier to read on screen than serif fonts (e.g., Times New Roman), particularly for people with visual impairment. |
| Left-align all text | … because left-aligned text is easier to read since the spaces between the words are equal. Justified text (where both margins are squared) has uneven spaces that can cause reading problems, especially for people with visual impairment or with dyslexia. |
| Double-space all text | … because this leaves room for people (including you) to add notes and make corrections. |
| Use black for all text | … because this is easier to read. |
| Include a Word Count at the end of the assignment | … so that your instructor can see how much you have written and so that you can gauge whether you are within 10% of the required word count. |

### Generative AI policy

[Insert your policy on generative AI use for assignments here. At a minimum, we recommend you (a) explicitly state your policy (e.g., prohibited, sometimes permitted, always permitted, required) and (b) provide a rationale, so that students understand your reasoning. You may also want to note (c) ethical issues, (d) citation requirements, (d) policies around misuse (i.e., Academic Integrity Policy), and (e) encouraging students to ask if they’re unsure. You can find a [repository of example statements compiled by Lance Eaton here](https://docs.google.com/spreadsheets/d/1lM6g4yveQMyWeUbEwBM6FZVxEWCLfvWDh1aWUErWWbQ/edit?usp=sharing), including some discipline-specific formulations. Further examples, partly adapted from UCOR and from Saint Louis University:]

#### 1. Sample for a class in which generative AI is not permitted:

Use of generative AI tools is not permitted in this course because a key goal is for you to [hone a specific skill or meet a specific learning outcome].

Rationale: Early studies indicate that people who use GenAI to [state relevant activity, e.g., spark ideas or draft papers] lose capacity in critical thinking, in understanding and interpreting texts, and in connecting ideas, and because these are all essential learning goals for this course. I am therefore asking you to do your own work without the use of GenAI.

Use of GenAI tools in this course counts as an academic integrity violation and will be penalized as such, following the [University’s Academic Integrity Policy](https://www.seattleu.edu/office-of-the-dean-of-students/academic-integrity/) guidelines.

#### 2. Sample for a class in which generative AI is limited:

You are allowed to use generative AI tools for some, but not all, assignments in this course. Where GenAI tools can be used for an assignment, the assignment document will explain clearly how you are permitted to use them.

Rationale: You are likely to be working with generative AI tools once you graduate, so I have been very intentional about how and when to allow them in this course so that you can develop skills using GenAI. You will also see that GenAI is only permitted once you have practiced essential skills (such as analysis and critical thinking) yourself and can therefore better evaluate the quality of output from GenAI tools. GenAI still produces inaccurate and biased information and invents sources, so it’s vital that you fact-check any GenAi material you draw on. You are responsible for the accuracy and content of your own work.

When using AI, you must include proper citation for AI-generated text, images, or other media following [preferred citation style, e.g., APA, MLA, Chicago].

You must also include an AI disclosure statement. For example: “For this assignment, I used [list of AI tools used in assignment] for [specific purpose, e.g., generating an outline, summarizing sources, grammar revision] but not for [list of student contribution, e.g., direct content creation.]” This should make it clear to me which is your original work and which is assisted by Gen-AI.

Any use of GenAI tools in this class beyond those permitted by this policy counts as an academic integrity violation and will be dealt with following the [University’s Academic Integrity Policy](https://www.seattleu.edu/office-of-the-dean-of-students/academic-integrity/).

If you have a question about whether you’re allowed to use generative AI for an assignment or whether you are using it appropriately, please discuss your concerns with me as soon as possible.

#### 3. Sample for a class in which generative AI is permitted:

You are allowed to use generative AI tools for any assignment or work in this course.

Rationale: At this point in your studies, GenAI may aid your learning by [e.g., helping you summarize complex sources, brainstorm, formulate arguments]. At the same time, early studies find that

people who use GenAI for certain tasks lose cognitive capacity in critical thinking, in understanding and interpreting texts, and in connecting ideas. You will therefore need to think carefully about whether and how you use GenAI in this course. GenAI still produces inaccurate and biased information and invents sources, so it’s vital that you fact-check any GenAI material you draw on. You are responsible for the accuracy and content of your own work.

When using AI, you must include proper citation for AI-generated text, images, or other media following [preferred citation style, e.g., APA, MLA, Chicago].

You must also include an AI disclosure statement. For example: “For this assignment, I used [list of AI tools used in assignment] for [specific purpose, e.g., generating an outline, summarizing sources, grammar revision] but not for [list of student contribution, e.g., direct content creation.]” This should make it clear to me which is your original work and which is assisted by Gen-AI.

Any use of GenAI tools in this class beyond those permitted by this policy counts as an academic integrity violation and will be dealt with following the [University’s Academic Integrity Policy](https://www.seattleu.edu/office-of-the-dean-of-students/academic-integrity/).

If you have a question about whether you’re allowed to use generative AI for an assignment or whether you are using it appropriately, please discuss your concerns with me as soon as possible.

### \*Bibliography/References and citation requirements

[Insert your policy here, if you have one. Example:]

All your in-text citations and your list of references must follow the *APA Publication Manual* (7th edition) since it is the standard referencing system for this discipline. It may be different from other systems you have used, so follow the Manual’s citation guidelines carefully. This is an opportunity to demonstrate your attention to detail.

To help you, you can use [Purdue University’s Online Writing Lab (OWL)](https://owl.purdue.edu/owl/research_and_citation/index.html) pages on APA, and if you’re having difficulty, arrange to meet with me and we can go over any trouble-spots together.

### \*Assignment deadlines and extensions

[Insert your policy here. Provide a rationale if possible. Example:]

The assignments in this course build on one another, so the feedback process is an important part of your learning. My plan is therefore to return your assignments as soon as possible after you have submitted them. (My normal policy is to return papers within five working days; I hope to be able to keep to that this quarter.) Faster feedback means you’re more likely to remember what you wrote and can more easily take the feedback on board for the next assignment.

It would greatly help the learning process if you are able to submit your assignment by the stated deadlines. If you find that you are unable to complete an assignment on time, *please communicate with me in advance*. I do understand that life happens and can sometimes get in the way. I’ll do my best to be flexible; for that to happen, we need to keep in dialogue so that I know where you are in your learning and how I can best support you.

To help keep yourself on track, I strongly encourage you to plan ahead: Check the session-by-session schedule at the end of this syllabus to see when assignment briefings will be given and when assignments are due. This enables you to block out time in your calendar now so that you know when you will be working on assignments for this course. If you’re wondering how much time you need to allow for completing assignments well, then I suggest you use the approach I take for my own writing: make a rough estimate of time and then multiply it by 2.5. This sounds like a lot, but I think you’ll find it more realistic for managing your expectations and planning.

An agreement to receive an Incomplete (I) grade may be negotiated if your circumstances do not allow you to finish the course on time. The Incomplete Grades Policy of the university is available on the Office of the Registrar web site: <https://www.seattleu.edu/office-of-the-registrar/academic-policies/>

### Grading scale

[Include your grading scale here if you want to. Include the descriptors from the Office of the Registrar web site (<https://www.seattleu.edu/office-of-the-registrar/grades/>: “superior,” “good,” “adequate,” “poor,” “failing”) to remind students that at the university level, an A is *exceptional* and a B is *good* to help manage expectations. Faculty members devise their own cut-off points for grades, for example:]

A 100–94 [Superior]

A− 93–90

B+ 89–87

B 86–83 [Good]

B− 82–80

C+ 79–77

C 76–73 [Adequate]

C− 72–70

D+ 69–67

D 66–63 [Poor]

D− 62–60

F 59 or less [Failing]

### \*\*Academic integrity tutorial

\*\* See “Resources for Students” section at <https://www.seattleu.edu/office-of-the-dean-of-students/academic-integrity/>

### A note about grades

[Consider whether you want to add some context around grades. This might be especially helpful if you tend to receive push-back from students around grading. Example:]

Sometimes I receive questions and complaints when students don’t get perfect scores on their work. As you think about your grade, please keep in mind:

* Through our schooling, we have been socialized to focus on grades, oftentimes overlooking what we are learning or trying to learn.
* Practice interrupting your socialization about grades and focus on the goal of learning how to receive feedback and how to use it to improve your work in your next assignment.
* Ask yourself why you expect to receive a perfect score every time (and how your social identities may inform that expectation).

[If pasting syllabus text into Canvas, consider starting the next segment on a new page with a title such as “how class will work.”]

## How class will work

### \*Your workload in this course

[Add any specific comments here about students’ responsibility for learning in this course. Example:]

For every hour in class, you can expect to devote an average of two hours outside of class for readings and preparation, as well as substantive assignments and participation exercises. As this is a five-credit class, you can reasonably expect an average of 10 hours of homework each week. I have tried to ensure that the workload is evenly distributed throughout the course, but if you find you have less than the normal amount of work one week, I suggest you read ahead for future classes.

### \*Instructional methods

[Be sure to explain your plan for instruction this quarter/semester. If you are experimenting and expect your approach to change, then say that in advance and make sure students know you’ll be getting feedback from them on what works and what doesn’t. Example intro:]

I will regularly ask for your feedback on how the class format is working for you. Expect there to be a few changes as the quarter/semester progresses; in any changes, I will be putting your learning first.

[Below are three examples of wording for instructional methods based on different class modalities]

[Example text for in-person teaching:]

Education research shows that your learning is greatest when you are actively involved in making sense of new concepts (“constructing knowledge”) and when you do this in community with other students. This model is technically called “social constructivism,” and is closely aligned with the Jesuit teaching tradition (Ignatian pedagogy). We will use this model throughout the course, so you can expect to

* be engaged in plenty of classroom activities to build on the preparation materials you have completed for each class
* work in small groups during class and for those groups to change on a regular basis
* ask your instructor for clarifications, rather than expecting lectures.

If you find that you haven’t managed to complete an assigned reading/podcast/video before class, you will likely find that class session frustrating, since we will build on and apply the material each time (including trouble-shooting the issues you found most perplexing), but class will not involve regurgitating the content of the material. I hope you find this an engaging and enjoyable approach to learning.

[Example text for in-person teaching under variable COVID restrictions:]

I’m excited to be teaching in-person again, and instructional methods this quarter/semester will be experimental as we deal with current social norms!

Education research shows that your learning is greatest when you are actively involved in making sense of new concepts (“constructing knowledge”) and when you do this in community with other students. This model is technically called “social constructivism,” and is closely aligned with the Jesuit teaching tradition (Ignatian pedagogy). We will use this model throughout the course, so you can expect to

* be engaged in plenty of classroom activities to build on the preparation materials you have completed for each class
* work in small groups during class and for those groups to change on a regular basis
* ask your instructor for clarifications, rather than expecting lectures.

In order to spread out and maximize the use of space in our classroom, many of the materials we use will be on OneDrive, so please bring your laptop with you to class. If you don’t have access to a laptop, you can borrow a Chromebook from the Library (See “Academic resources” below or go straight to the Library’s [Technology Affordability Lending](https://library.seattleu.edu/collections/technology) page.)

[Example text for remote teaching]

We’ll be starting out with a mix of what are called “synchronous” and “asynchronous” learning.

Synchronous means we’ll all be together at the same time and we’ll be doing that using Zoom. It can work really well if we have the bandwidth and quiet space. This is my preferred approach as it helps me get to know you, as well as allowing for an easy switch between whole-group and small-group discussions using breakout rooms. We’ll also take breaks: we get tired more quickly using the Zoom format compared to a face-to-face class.

In contrast, asynchronous learning happens at a time to suit your schedule, within certain limits (for example, you may need to complete an asynchronous activity before the first class of each week). I’ve designed some asynchronous activities to prepare for, reinforce, or supplement what we do over Zoom.

If we discover the synchronous format isn’t working well enough, then I plan to shift the balance toward more asynchronous learning. Your feedback will be the key deciding factor here.

Remember, too, that if you are having technology problems, you may be able to borrow a Chromebook or internet hotspot from the Library. (See “Academic resources” below or go straight to the Library’s [Technology Affordability Lending](https://library.seattleu.edu/collections/technology) page.)

### Classroom norms

[Insert your policy on classroom norms here if you have one. Example:]

During our first class session, we will jointly create course norms (or “agreements”) to which we will all abide so that we have the most productive and positive remote learning environment. In face-to-face classes, regular examples have included that we agree to:

* Start and end on time
* Come to class prepared
* Participate actively in discussion
* Show one another courtesy, including when we disagree.

We will revisit these norms regularly to focus on what works for our learning together, including norms for sessions via Zoom and norms for online discussions.

### \*Attendance and participation expectations

[State your attendance and participation expectations clearly and concisely. Example:]

Numerous research studies have shown that when students actively ask and answer questions, they take greater interest in the material, they clarify shared misconceptions, and they retain more information. Studies also show that missing classes – and therefore missing the opportunity to process ideas together with your peers – negatively affects your grades, even without an attendance grade. (Get in touch if you’d like to find out more about this.)

I would like to see all of you find ways to participate actively in class (in small- and large-group settings), as well as in any activities or discussions on Canvas. I will not take formal daily attendance, but I’ll get in touch with you if I notice you are regularly absent or if you appear to be inattentive in class, just to be sure you are ok and to find out what would best help you learn.

If you are sick, please stay home and rest so that you can recover more quickly and can be fully present in class when you are better. (See notes below on what to do if you miss a class.)

### \*If you miss a class

[Insert your policy on missed classes and catching up with material here, if you have one. Example:]

If you expect to be absent or to be late to a class, please e-mail me beforehand (or as soon as possible). I will pass on your apologies to the group at the start of class.

If we’re on Zoom, and you’re having technical difficulties, send me a message. After class, we can try to figure out what’s going on with your connection. Remember to check out the SU Orientation to Distance Learning (<https://seattleu.instructure.com/courses/1563070>; takes 30–45 minutes) to see what tech requirements you might need.

[For in-person classes or online classes that are not recorded]

If you do miss a class, you need to obtain notes from one of your peers to catch up. (You might want to pair up with a classmate at the start of the quarter/semester so that you know who to turn to first.) If, after going over those notes and checking the readings for the class, you still have questions, please arrange to meet me during office hours to discuss. Remember to have those notes and your targeted questions ready so that we can use the time to focus on your learning.

[For online classes that you record]

If you miss a synchronous class, be sure to go through the Zoom recording of the session afterward and/or obtain notes from one of your peers to catch up. If, after going over those notes and checking the readings for the class, you still have questions, please arrange to meet me during Zoom office hours to discuss. Remember to have those notes and your targeted questions readily available so that we can use the time to focus on your learning.

### Using Zoom for synchronous classes

[The following paragraph is recommended by the Provost’s Office.]

Students and faculty have reported a more engaging class experience when using video on Zoom. We know not everyone has the ability to have their camera on all the time, for a variety of reasons. If you aren’t able to do so, be sure to stay connected in other ways (in chat or vocally).

[Note to faculty from the Provost’s Office (Aug 26, 2020):

Q: *Should I require students to share video in Zoom meetings?*

Requiring students to share their video feed is a complex issue. Many students experience technical issues including lack of a webcam, older or marginal computer hardware, or poor internet bandwidth and therefore might not be able to enable their feed and still participate in class. Students may also have other legitimate reasons for not sharing their video feed including students with disabilities, the need to protect the privacy of other members of their household, parents with children at home, and concerns about their personal surroundings. While some students can use virtual backgrounds to mitigate these issues, many older and less powerful computers lack the capability to support the virtual backgrounds in Zoom. We recommend having an open conversation with your students early in the course to reach consensus about expectations and to provide a rationale for turning on video feeds. We also recommend establishing a fair process that allows students to opt out of sharing their video feed that doesn’t stigmatize those that choose to do so. Reach out to CDLI for a consultation if you have more detailed, specific questions.]

### Zoom class recording

[Example wording here is from the University Counsel’s office, March 2020. Be sure to include a statement about recording:]

Zoom meetings of this course may be recorded. Any recordings will only be available to students registered for this class. Recordings may not be reproduced, shared with those not in the class, or uploaded to other online environments.

[If pasting syllabus text into Canvas, consider starting the next segment on a new page with a title such as “Academic resources to support your learning.”]

## \*\*Academic resources to support your learning

[Insert any encouragement here about resources. Example:]

My goal is to create a learning environment in which you can be successful and feel supported. I will work hard to create and improve the learning environment throughout the quarter/semester based on my own observations of the course and your feedback on what would help you learn more. In return, I ask and encourage you to make the most of this learning opportunity.

If we are using a remote learning format, you may find that some of your previously successful strategies in face-to-face settings are less suited to this environment. Developing new strategies will help your learning greatly.

I encourage you to explore the services below and to work on the assumption that you’ll always be developing some new strategies that will help you become a more flexible learner. I am keen to support you in that growth, and plan to build in opportunities for us all to share new strategies with one another either in scheduled class time or via Canvas.

### \*\*Library and Learning Commons

\*\* <https://library.seattleu.edu>

### Writing Center

The Seattle University Writing Center supports SU students from all levels of writing expertise, voices, experiences, and writing practices to achieve their writing goals. We seek to provide an accessible, anti-oppressive, and collaborative space for learning and growth through one-on-one peer consultations. The peer consultants are also students who engage in intensive study and hands-on practice to provide thoughtful feedback and to share writing strategies. Consultations are available at any stage of the writing process, from brainstorming, organizing, and developing rough draft to revising and editing in later drafts. The Writing Center offers appointments in various modalities: in-person and online, synchronous, and asynchronous. Please visit <https://www.seattleu.edu/writingcenter/> to learn more about the Writing Center. You can schedule an appointment and select an available modality through <https://seattleu.mywconline.com/>

### Learning Assistance Programs

Learning Assistance Programs (LAP) provides peer tutoring, facilitated study groups, language conversation groups and learning strategy development through scheduled workshops and individual consultation sessions with a learning specialist. We offer these in various modalities (in-person, synchronous, and asynchronous), depending on university policy and LAP staff availability. Please visit our website [https://www.seattleu.edu/learning-assistance/](https://nam02.safelinks.protection.outlook.com/?url=https%3A%2F%2Fwww.seattleu.edu%2Flearning-assistance%2F&data=05%7C01%7Cgreend%40seattleu.edu%7C4be3b063684e43ffd76008db76773820%7Cbc10e052b01c48499967ee7ec74fc9d8%7C0%7C0%7C638234026639336424%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0%3D%7C3000%7C%7C%7C&sdata=JeqU1Gjee49%2B88tdE%2BkqaB%2F6hfs986PIuV6cskvx9hw%3D&reserved=0) or e-mail us at [learningassistance@seattleu.edu](mailto:learningassistance@seattleu.edu) for the most updated information about accessing services.

### Research Services

Research help is available to students at any stage in the research process. Students can schedule an in-person or virtual consultation with our team of Research Services Librarians and Student Peer Research Consultants (SPRCs) to get help finding and assessing sources, learn database search skills, and develop research topics.

To learn more about our services, chat online with a Librarian, or to book an in-person or virtual Consultation, check out our Ask a Librarian page (<https://library.seattleu.edu/ask/>).

### Math Lab

The Math Lab offers one-on-one tutoring to students enrolled in lower division mathematics courses. Please visit our website at <https://www.seattleu.edu/science-engineering/academic-departments/department-of-mathematics/math-lab/> for more information.

### English-Language Learning Center (ELLC)

The English Language Learning Center (ELLC) offers free tutoring for all SU students who are multilingual speakers and for whom English is not their first/primary language. Experienced ELLC tutors can help you improve your English language skills and better understand American culture. We can help with any type of assignment: written essays, online discussions, oral presentations, interview practice, etc. For the schedule or to book a session please visit <https://www.seattleu.edu/ellc/ellc-tutoring/>

### Technology affordability lending from the Library

Is your technology giving you trouble with a remote or hybrid class? The library lends a variety of Chromebooks, webcams, headphones, short-term hotspots, etc. Learn more at <https://library.seattleu.edu/collections/technology>

## Further campus resources

[Insert any encouragement here about campus resources. Example:]

I recognize that your ability to focus on your coursework does not exist in a vacuum. Your physical, mental, and emotional health and well-being is integral to your success as a student. Below are some campus resources that are available to support your overall well-being.

### SU Food Pantry

The SU Food Pantry provides free, supplementary food to all students, staff, and faculty with a current Seattle U ID card. The Pantry is located in Pavilion 150 and is part of a larger Food Security Initiative at Seattle University. Learn more at <https://www.seattleu.edu/life-at-seattle-u/health-wellness/wellness-and-health-promotion/food-support-initiatives/>

### Counseling and Psychological Services (CAPS)

CAPS offers short-term, individual therapy and referral and consultation services for currently enrolled SU students. Clinical services are confidential, provided by licensed clinicians, and free of charge. Call (206) 296-6090 to schedule an appointment. For detailed information about current services and resources visit <https://www.seattleu.edu/life-at-seattle-u/health-wellness/caps/>

### TalkNow (TimelyCare)

TalkNow offers 24/7, on-demand, emotional support from a mental health professional to talk about anything at anytime, provided by TimelyCare. There are no out-of-pocket costs or insurance requirements. For more information about the service and registration visit <https://www.seattleu.edu/life-at-seattle-u/health-wellness/timelycare/>

### 988 - Suicide and Crisis Lifeline

You can call or text 988 for 24/7 crisis support or can chat online at <https://988lifeline.org/>

[If pasting syllabus text into Canvas, consider starting the next segment on a new page for “University policies.”]

## University policies

### Campus Climate Incident Reporting & Response Protocol

Seattle U has adopted a [Campus Climate Incident Reporting & Response Protocol](https://www.seattleu.edu/office-of-institutional-equity/campus-climate-incident-reporting-and-response/) to support our commitment to providing an inclusive and nondiscriminatory campus community. If you have seen, heard, or experienced a harmful incident on the basis of one or more of your or another individual’s actual or perceived identities, you may report that incident. Any member of the University community can make a report. For more information or to file a report, please visit <https://www.seattleu.edu/office-of-institutional-equity/campus-climate-incident-reporting-and-response/>.

### \*\*Support for students with disabilities

Seattle University values diverse types of learners and is committed to ensuring that each student is afforded an equal opportunity to participate in learning experiences. Disability Services (DS) works with students with disabilities to provide reasonable accommodations to support their learning experiences. Disabilities include “invisible disabilities,” such as a learning disability, a chronic health problem, or a mental health condition. This could include any long-term effects of COVID, even after recovery (“long-COVID”), if a health care provider determines it is a chronic health problem.

If you have, or suspect you may have, a disability that may interfere with your performance as a student in this course and have not yet been assessed by DS, please contact DS staff at [DS@seattleu.edu](mailto:DS@seattleu.edu) or (206) 296-5740. Disability-based accommodations to course expectations can be made only through this process and must be approved by DS before implemented in a course. I am committed to working with you, so please consider meeting with me to discuss the logistics of implementing any accommodations approved by DS.

### \*\*Notice on religious accommodations

It is the policy of Seattle University to reasonably accommodate students who, due to the observance of religious holidays, expect to be absent or endure a significant hardship during certain days of their academic course or program. Please see Policy on Religious Accommodations for Students posted at <https://www.seattleu.edu/office-of-the-registrar/academic-policies/>

### \*\*Academic policies on the Registrar website

\*\* <https://www.seattleu.edu/office-of-the-registrar/academic-policies/>

Be sure that you understand the following university academic policies, posted on the Registrar’s website:

#### \*\*Academic integrity policy

#### \*\*Academic Grading Grievance Policy

#### \*\*Professional Conduct Policy [Only for those professional programs to which it applies]

### \*Health and safety protocols [Recommended for courses with an in-person component; updated Sep 12, 2022 to be more sustainable . Link to Covid-19 web page removed Aug 11, 2025]

Seattle University is committed to our educational mission and to the safety of our community members. The university continues to closely monitor COVID-19 developments and respond accordingly based on public health guidance.

#### Change in delivery of instruction

SU reserves the right to change the delivery of instruction for courses without prior notice due to COVID-19 or other events.

[If pasting syllabus text into Canvas, consider starting the next segment on a new page for “Materials for you to read, listen to, or watch.”]

## Materials for you to read, listen to, or watch

### \*Required readings and materials

[List the required text(s) and materials for the course and where they are available to students. Use the full standard referencing system for your discipline (e.g., APA, MLA) so that students can see examples of the referencing they are expected to use in their graded work for you.]

### Recommended resources for additional exploration

[Include any additional resources in this section using the referencing system you ask of your students. This is a good place to add supplementary books, journal articles, YouTube videos, or other resources that are not a required part of the class but will add to the students’ learning experience. If this section is long, consider providing it in only on Canvas.]

[If pasting syllabus text into Canvas, the next section is likely to be on separate pages anyway, so would not need repeating in the syllabus document.]

## \*Detailed assignment descriptions

[Opinion is mixed on detailed assignment briefings in syllabi. Some faculty want students to have all the information in one place from the outset so that they can plan their time; others want to manage the flow of information so that students are not overwhelmed at the start. If you choose to include detailed descriptions of each assignment in your syllabus, put them all in this section, including the rubric you will use to grade each assignment. If you do include rubrics, explain how they will be used. Add anything here regarding special assignment alternatives or elements of the course that relate to the final grade of each student.]

### Assignment number and title

#### Due date

X% of final grade

#### \*Rubrics/Criteria for assignment (if not available separately)

[For rubric design support, refer to examples on the Center for Faculty Development’s resources page <https://www.seattleu.edu/faculty-development/faculty-resources/> or [request a consultation](https://www.seattleu.edu/faculty-development/consultations/) to work on a rubric together with a faculty development consultant. We also suggest you consider using the Transparency in Learning and Teaching ([TILT](https://tilthighered.com/tiltexamplesandresources)) model for all your assignment briefings, so that student are clear on each assignment’s (a) Purpose – in terms of knowledge they’ll use and skills they’ll practice, (b) Task – step-by-step, so that they know where they should experience challenge, and (c) Criteria – ideally in the form of a rubric. Again request a consultation with the Center for Faculty Development to discuss further.]

[If pasting syllabus text into Canvas, consider starting the next segment on a new page for “Schedule.”]

## \*Provisional schedule and readings

[The course schedule provides an overview that students can flip to when they need a broad picture of your expectations of them in this course. It’s also a helpful reminder for you. Start the schedule on a new page so that everyone can find it more easily. Note: Schedule format was redesigned July 2024 for accessibility – it no longer uses a table]

Class 1: date

Before class: Read texts A and B; watch video C

Topics: **Course overview; Topic X**

Assignments: Complete Y

### Class 2: date

Before class: Read texts A and B; watch video C

Topics: **Course overview; Topic X**

Assignments: Complete Y

Class 3: date

Before class: Read texts A and B; watch video C

Topics: **Course overview; Topic X**

Assignments: Complete Y

### Class 4: date

Before class: Read texts A and B; watch video C

Topics: **Course overview; Topic X**

Assignments: Complete Y

### Class 5: date

Before class: Read texts A and B; watch video C

Topics: **Course overview; Topic X**

Assignments: Complete Y

### Class 6: date

Before class: Read texts A and B; watch video C

Topics: **Course overview; Topic X**

Assignments: Complete Y

### Class 7: date

Before class: Read texts A and B; watch video C

Topics: **Course overview; Topic X**

Assignments: Complete Y

### Class 8: date

Before class: Read texts A and B; watch video C

Topics: **Course overview; Topic X**

Assignments: Complete Y

### Class 9: date

Before class: Read texts A and B; watch video C

Topics: **Course overview; Topic X**

Assignments: Complete Y

### Class 10: date

Before class: Read texts A and B; watch video C

Topics: **Course overview; Topic X**

Assignments: Complete Y

### Class 11: date

Before class: Read texts A and B; watch video C

Topics: **Course overview; Topic X**

Assignments: Complete Y

### Class 12: date

Before class: Read texts A and B; watch video C

Topics: **Course overview; Topic X**

Assignments: Complete Y

### Class 13: date

Before class: Read texts A and B; watch video C

Topics: **Course overview; Topic X**

Assignments: Complete Y

### Class 14: date

Before class: Read texts A and B; watch video C

Topics: **Course overview; Topic X**

Assignments: Complete Y

### Class 15: date

Before class: Read texts A and B; watch video C

Topics: **Course overview; Topic X**

Assignments: Complete Y

### Class 16: date

Before class: Read texts A and B; watch video C

Topics: **Course overview; Topic X**

Assignments: Complete Y

### Class 17: date

Before class: Read texts A and B; watch video C

Topics: **Course overview; Topic X**

Assignments: Complete Y

### Class 18: date

Before class: Read texts A and B; watch video C

Topics: **Course overview; Topic X**

Assignments: Complete Y

### Class 19: date

Before class: Read texts A and B; watch video C

Topics: **Course overview; Topic X**

Assignments: Complete Y

### Class 20: date

Before class: Read texts A and B; watch video C

Topics: **Course overview; Topic X**

Assignments: Complete Y

[Finally:

* Remember to update the footer. Double-click the footer text to change the course code, quarter/semester, year, and your name.
* Remove any asterisks from the section headings.]

[This syllabus template was originally compiled by Melisa Ziegler, intern at CETL in 2011, and was updated with advice on document accessibility from Liz Wick in the Albers School. Various sections and wordings have been adapted from syllabi and rubrics created or suggested by (in alphabetical order) Lydia Cooper, Michelle DuBois, Holly Ferraro, David Green, Bob Hughes, Therese Huston, Van Hutton, Bridget Kelly, Michelle Kim, Katherine Raichle, Bryan Ruppert, Kerry Soo Von Esch, Carol Weaver, and Lindsay Whitlow. All are happy for you to re-use or adapt the wording without attribution.]