# 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…)*

### Inclusivity Statement

*These are sample statements on inclusivity and the kind of learning environment you are striving to create if you wish to include them.  
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. *Adapted from University of Iowa College of Education*.

### What is this course about?

*Write a 3-5 sentence, student centered 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.*

## 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 and/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/Software****

* Moodle Course Page
* [Online link (i.e. MyMathLab.com, Pearson, etc. 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? (or: How will my grade be determined?)

*Include the official evaluation plan from the course outline here*. *Consider including some details about each assessment.*

| **Assessment Type** | **Percentage of Grade** | **Description** |
| --- | --- | --- |
| Assignments | 10% | 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. The examples below show 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](mailto: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](mailto:disabilityservices@vcc.ca). Offices are located at the Broadway campus (level 4, room 4022) or Downtown campus (level 1, room 103).

### Make Up Exams/Assignments

*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))

### 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 program guidelines/student handbook. For courses not in a program, the attendance requirement would need to be explicit on the official course outline, or for older outlines in the assessment plan (approved through governance).*

*Be transparent with students about it being acceptable to miss X # classes (relative to overall length of course) due to life circumstances.   
  
Sample in-person course:* Attendance and participation are important for a mastery of the course material. However, I understand that life circumstances can prevent students from being able to attend every class. Therefore, I have set aside [insert number] excused absences for all students to use in order to manage personal emergencies, health, cultural observances, etc. You do not need to share with me the reason for missing class, as it may be personal in nature. If more than [insert number] of classes are missed and I haven’t heard from you, I will reach out to check in with you.

*Sample Online course*: While an online course does not require physical attendance, active engagement and participation is important to successfully meet the learning outcomes. Your responsibility as a learner is to:

* attend synchronous sessions as outlined in the course calendar. Any synchronous sessions should be approached in the same way you would a traditional in-person class. Please let me know about any absences in advance. You do not need to share with me the reason for missing class, as it may be personal in nature.
* actively participate in online discussion forums.

### 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/).

### Generative AI Use

*Sample language for Generative AI (GenAI). Language for this will depend on your course learning objectives and assessments. You may wish to have a single policy on AI Use for all written work, assignments and assessments or you may wish to specify that each assignment will have its own constraints. You may also wish to co-create this policy with students at start of course. Note also as per VCC institutional guidelines, no student can be required to use AI. There must always be an alternative option.*

#### No permitted use of Generative AI Tools

*Sample A*: In this course, our primary focus is to cultivate an equitable, inclusive, and accessible learning community that emphasizes individual critical, creative, and affective thinking as well as disciplinary problem-solving skills. To ensure a just and consistent learning experience for all students, the use of GenAI tools such as ChatGPT or Dall-E 2 is strictly prohibited for all academic (written/coding/creative/etc.) work, assignments, and assessments in this course. Each student is expected to complete all tasks without substantive assistance from others, including GenAI tools. [[from Univ of Alberta](https://www.ualberta.ca/centre-for-teaching-and-learning/teaching-toolkit/teaching-in-the-context-of-ai/statements-of-expectations.html)]

*Sample B*: The use of generative artificial intelligence tools is **strictly prohibited in all** **course assignments and assessments** unless explicitly stated otherwise by the instructor in this course. This includes ChatGPT, Grammarly, Bing Chat and other generative AI tools.  [[from UBC](https://academicintegrity.ubc.ca/generative-ai-syllabus/?login)]

#### Learning Community Generated AI Agreement

At the beginning of the course, we will co-create a class agreement on the use of generative AI tools that ensures everyone has equal access to such tools and knowledge of their benefits and limitations; understands the appropriate use of them; and is clear on policies and procedures for their use.

The co-created class agreement will align with VCC's academic integrity policies and procedures. We will revisit the agreement throughout the semester to ensure all students and instructors have a shared understanding of expectations and policies while recognising we may hold differing personal and professional views on AI in education. [[from Univ of Alberta](https://www.ualberta.ca/centre-for-teaching-and-learning/teaching-toolkit/teaching-in-the-context-of-ai/statements-of-expectations.html)]

#### Instructor-Specified Generative AI Tools and Permitted Use

*Sample:* Students may use the following specific generative AI tools in completing their assignments for this course [ChatGPT, Bing Chat, or Perplexity.AI]. No other GenAI tools or technologies are permitted for assessed work. If students are unclear about the use of GenAI tools or applications for coursework, please speak with the instructor.      
Here are approved uses of the specified GenAI tools in this course:

* Brainstorm ideas, topics and questions.
* Gathering information.
* Ask questions about a concept you’re learning and test your understanding.
* Check grammar, style, and spelling (as an editing tool) and suggest practice exercises to improve writing skills.

Students must check the validity and authenticity of information produced by GenAI tools, and properly document and cite use of any tools. The material generated by these programs may be inaccurate, incomplete, or otherwise problematic. At the end of the assignment, you must include a reflection indicating at what stage of the process the tool was used, what you learned, and a summary of prompts and output.

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

#### Fully Permitted Generative AI Use

Generative AI tools are permitted to be used for all assignments in this course. In all submissions in which you use generative AI, you must [cite its use](https://libguides.vcc.ca/Ai/citation). Failing to cite the use of Generative AI is considered a breach of academic integrity and VCC’s [Academic Integrity Policy](https://www.google.com/url?sa=t&rct=j&q=&esrc=s&source=web&cd=&cad=rja&uact=8&ved=2ahUKEwjoo_Dso_uBAxW8DjQIHfkJAuYQFnoECBMQAQ&url=https%3A%2F%2Fwww.vcc.ca%2Fmedia%2Fvancouver-community-college%2Fcontent-assets%2Fdocuments%2Fpolicies%2Fd-4-5-academic-integrity-policy-2021-04-13.pdf&usg=AOvVaw0nrv2u_wgJZYp8918X1qLC&opi=89978449) will be applied. However, it is important to understand that all large language models are known to produce false information, fake citations and inaccurate and inappropriate outputs, and image-generation models can occasionally create offensive products. You are responsible for any inaccurate, biased, offensive, or otherwise unethical content you submit regardless of whether it originally comes from you or a Generative AI source. If you are uncertain if you have used GenAI and/or cited appropriately, please speak with the library or your instructor. [from Centennial College]

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

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 Space.
* [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?

*Collect a list of tips from previous students to share. Or create your own.*

*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:

1. Scan the reading/PowerPoint/lectures notes 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.

## What [College Policies](https://www.vcc.ca/about/governance--policies/policies/) should I know about?

* [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)
* [Creating Accessible Tables](https://www.perkins.org/resource/creating-accessible-table-word/)