# Course Title

Course and Course Number

Quarter and Year

Number of Units

As noted in our mission statement, “GSE&IS is dedicated to inquiry, the advancement of knowledge, the improvement of professional practice, and service to the education and information professions. We develop future generations of scholars, teachers, information professionals, and institutional leaders. **Our work is guided by the principles of individual responsibility, diversity, social justice, an ethic of caring, and commitment to the communities we serve**.” We expect that all courses offered in the Department of Education will be guided by these principles. Throughout the syllabus, we hope to see how this course will support and advance students’ understanding of these principles, while engaging in specific theories, readings, guest speakers, and/or required assignments.

# Instructor Information

Instructor name

Contact information

Office hours

Office location

Best/preferred way to contact

# Teaching Assistant Information (if applicable)

TA names(s)

Contact information

Office hours

Office location

Best/preferred way to contact

# Course Materials

* Textbook, reader, or other materials to be purchased from the bookstore.
  + If the texts are available electronically, you may want to consider enrolling in the [Inclusive Access](https://shop.uclastore.com/c-833-inclusive-access.aspx) program with UCLA Textbooks
  + You may also wish to see if an open access textbook is available from [UC Press Luminos](https://www.luminosoa.org/) or [Open SUNY Textbooks](https://textbooks.opensuny.org/)
* Link to CCLE course site or other online resources
* Information about any other required or recommended tools/resources

Please note that based on UCLA’s academic [credit policy,](https://catalog.registrar.ucla.edu/ucla-catalog20-21-114.html) one unit of credit represents three hours of work per week by students (including class attendance and preparation). [This tool](https://cat.wfu.edu/resources/tools/estimator2/) developed by the Rice University Center for Teaching Excellence can help to estimate workload for a course.

# Extended Course Description

This should be 1-3 paragraphs long and elaborate on the course description that is available in the [UCLA General Catalog](https://catalog.registrar.ucla.edu/ucla-catalog20-21-653.html) and Schedule of Classes. This is your opportunity to invite students into the course, set the tone, and communicate the value and importance of this topic. Why should students care about this course? What is compelling about this topic? Why are you as an instructor passionate about this? How does this course fit into the curriculum of the major?

# Learning Outcomes for the Course

Use language to clearly articulate 5-10 goals that you can realistically asses for the course. Explicit alignment to the Program Learning Outcomes for the major would be useful.

# How to Succeed in this Course (Expectations for Students)

Using learner-centered language, list expectations for the course. Rather than writing this section as a rule book, we suggest using a tone that communicates high expectations for students, but also reinforces that the classroom culture is one of a community and, therefore, they should be proactive about giving feedback and getting support as it is needed.

# Creating an Inclusive Classroom Community (Instructor, TA, and Community Expectations)

This is your opportunity to communicate to your students that you want them to be successful, while also setting clear boundaries around your availability (especially for larger classes). Consider challenges students have faced in your courses in the past, and what you could have communicated more clearly early on that may have helped prevent those issues. The “community” here refers to additional statements you may want to express to communicate your commitment to an inclusive classroom environment.

For additional tips and statements that can be incorporated into your syllabus (like the diversity statement below), please refer to [Creating a Positive Classroom for Diversity](https://equity.ucla.edu/wp-content/uploads/2016/06/CreatingaPositiveClassroomClimateWeb-2.pdf) produced by the UCLA Diversity &Faculty Development Office.

**Respect for Diversity:** I consider it part of my responsibility as instructor to address the learning needs of all of the students in this course. I will present materials that are respectful of diversity: race, color, ethnicity, gender, age, disability, religious beliefs, political preference, sexual orientation, gender identity, citizenship, or national origin among other personal characteristics. I also believe that the diversity of student experiences and perspectives is essential to the deepening of knowledge in a course. Any suggestions that you have about other ways to include the value of diversity in this course are welcome. In scheduling midterms and other exams, I have tried to avoid conflicts with major religious holidays. If there is a conflict with your religious observances, please let me know as soon as possible so that we can work together to make arrangements.

# How Your Learning Will Be Assessed (Grading Policy)

Provide information about how grades will be calculated for the course. Emphasize the connection between your intended learning outcomes for the course as well as each week/unit and that the assessments will be used to evidence their mastery of these learning outcomes. Design your assignments so that students have the opportunity to learn from mistakes and evidence improvement over time. A more flexible grading policy (one with more opportunity for improving grades) can support both your own stress levels and those of the students when performance on a particular assessment is low.

## Grading Scale (modify as appropriate)

|  |  |
| --- | --- |
| Letter Grade | Percentage |
| A+ | 99-100% |
| A | 93%-98.9% |
| A- | 90%-92.9% |
| B+ | 87%-89.9% |
| B | 83%-86.9% |
| B- | 80%-82.9% |
| C+ | 77%-79.9% |
| C | 73%-76.9% |
| C- | 70%-72.9% |
| D | 60%-69.9% |
| F | 0%-59% |

# Information about Course Assignments

If you are still developing the details of your course assignment, you can let students know that detailed instructions will be provided in class and/or posted on CCLE as soon as they are available.

Use this section to provide information about the different assessments for the course such as major research projects, midterms, finals, reading quizzes, participation points, or other activities. It will be helpful for students if you are able to provide assessment rubrics, examples of exemplary assignments, or examples of assignments that missed the mark with your comments included. You can provide these separately from this document in CCLE or in class.

# Course Schedule

Provide a structured schedule for the course so that students have a clear understanding of their responsibilities each week. Again, emphasize the connection between your intended learning outcomes for each week/unit and that the assessment swill be used to evidence their mastery of these learning outcomes. Communicate clearly anything that students need to do in advance of class in order to be best prepared and engaged.

[This website](http://wcaleb.rice.edu/syllabusmaker/generic/) from Rice University will help to create a list of dates when your course will meet during the specified quarter. [This tool](https://its.uiowa.edu/support/article/105264) from the University of Iowa will help add major religious holy days where religious observers are likely to say home from work or school.

# Student Resources for Support and Learning

**Center for Accessible Education**

Students needing academic accommodations based on a disability should contact the Center for Accessible Education (CAE). When possible, students should contact the CAE within the first two weeks of the term as reasonable notice is needed to coordinate accommodations. For more information visit www.cae.ucla.edu.

Located in A255 Murphy Hall: (310) 825-1501, TDD (310) 206-6083; <http://www.cae.ucla.edu/>

* + Due to COVID-19, the CAE office is closed for in-person meetings.
  + CAE counselor, resources, and services are still available via email / virtual appointment.
  + Stay up-to-date with CAE newsletters & announcements at <https://www.cae.ucla.edu/announcements-events/student>

**Counseling and Psychological Services (CAPS)**

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, depression, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities. UC offers services to assist you with addressing these and other concerns you may be experiencing. If you or someone you know are suffering from any of the aforementioned conditions, consider utilizing the confidential mental health services available on campus.

Students in distress may speak directly with a counselor 24/7 at (310) 825-0768, or may call 911; located in Wooden Center West; [www.caps.ucla.edu](http://www.caps.ucla.edu/)

* + CAPS is open and has transitioned to Telehealth services ONLY.
  + Open Mon – Thurs: 8 am-6 pm and Fri: 8 am-5 pm.
  + As always, 24/7 crisis support is always available by phone at (310) 825-0768.

**Title IX Resources**Title IX prohibits gender discrimination, including sexual harassment, domestic and dating violence, sexual assault, and stalking. If you have experienced sexual harassment or sexual violence, you can receive confidential support and advocacy at the CARE Advocacy Office for Sexual and Gender-Based Violence, located on the A-level of Murphy Hall (Room A233). More information is available here: <https://www.sexualviolence.ucla.edu/Get-Help>. In addition, Counseling and Psychological Services (CAPS) provides confidential counseling to all students and can be reached 24/7 at (310) 825-0768. You can also report sexual violence or sexual harassment directly to the University's Title IX Coordinator, 2255 Murphy Hall, [titleix@conet.ucla.edu](mailto:titleix@conet.ucla.edu), (310) 206-3417. Reports to law enforcement can be made to UCPD at (310) 825-1491.

**Undergraduate Writing Center**

Peer learning facilitators (PLFs) are undergraduates who understand the challenges of writing at UCLA. Scheduled appointment and walk-in options are available, see[www.wp.ucla.edu/uwc](https://wp.ucla.edu/wc/) for more information about writing programs and to get assistance with your writing.

* + Due to COVID-19, all physical UWC offices will be closed until further notice.
  + All UWC appointments are now online via Zoom and Google Docs.
  + Offer virtual drop-in appointments Mon – Thurs from 10am-9pm, Fri from 10am-3pm and Sun from 6-9pm.

For additional campus resources and student services, please review [this document](https://ucla.app.box.com/s/st51pify842ouoc24ae2r80s9sesavmy).

# Other Resources to Support Syllabus Development

* CEILSS Inclusive Syllabus Design [website](https://ceils.ucla.edu/resources/teaching-guides/syllabus-design/)
* Accessible Syllabus [website](https://www.accessiblesyllabus.com/)
* [Inclusion by Design](https://poorvucenter.yale.edu/sites/default/files/basic-page-supplementary-materials-files/inclusion_by_design_survey_your_syllabus_2.pdf): Survey Your Syllabus and Course Design
* Syllabus Design [website](https://cft.vanderbilt.edu/guides-sub-pages/syllabus-design/) by Vanderbilt University
* [Measuring the Promise: A valid and Reliable Syllabus Rubric](https://ceils.ucla.edu/wp-content/uploads/sites/2/2016/10/Syllabus-Rubric-Guide-11-24-141.pdf)