Accessible Online Course Syllabus Template for VIULearn

# Instructions for Using this Template

* This template is divided into sections which you can rearrange or modify in order to fit your course and teaching style.
* This syllabus references teaching and learning tools available at VIU. Where relevant, links are included to VIU service departments.
  + Remove references to tools, activities, or outcomes that you do not plan to use in your course.
* You will need to adjust the content of the syllabus to match your course.
  + Text **in orange** is sample text that you will want to replace with relevant information for your course.
  + Text ***in pink*** are tips or suggestions for creating your syllabus.
  + ***Be sure to delete the suggestions and unify your syllabus font colour before finalizing your syllabus.***
* The syllabus includes some common language to describe VIU policies and services to serve as a guideline for you. Be sure to read these sections and change language to fit your course needs.
* This syllabus is created to be responsive on any sized browser and using style tags to increase accessibility for students who rely on assistive technology such as screen readers.

**Please delete all content above this line before publishing your syllabus in VIULearn**

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Course Title (full course title, course number, credit hours)

# Fall 2020 Syllabus

*The first part of your syllabus should contain the information students may need to refer back to regularly. This will include contact information for all instructors in the course and relevant information about the course schedule and location.*

## Instructor Information

**Instructor: Your Name**

**Email:** Your.Email@viu.ca

**Office Hours:** times and days

**Virtual Office Link:** Zoom link for office hours

**Phone number:** 250-753-3245 ext. #### *only include your phone number if you will be reachable by phone, or checking your voicemail regularly. For your privacy, we don’t recommend sharing your personal phone number in your syllabus.*

## Course Information

**Schedule:** Mondays and Wednesdays, 10:00-11:30. Course runs September 2, 2020 - December 9, 2020. There will be no class on Monday October 12, or Wednesday, November 11 due to statutory holidays. *If your course will be entirely asynchronous, you may wish to give students the start and end times as well as an estimation of how many hours they should be working each week to complete the course on time.*

**Labs/Tutorials:** *If applicable, include the timing and location information for labs and tutorials.*

**Course Sessions Link:** The zoom link for synchronous Zoom sessions for this course. *We recommend using one meeting link for all synchronous sessions, and a separate link for office hours.*

## Course Description

*Students appreciate knowing about the big picture/overview of the course. Ensure you include examples of how you will teach the course and the anticipated workload for students.*

**Prerequisites:** courses, skills, permissions, how to obtain instructor signature if required.

**Online Course Structure**

This is a fully-online course. Course activities and resources can be found in our course on [VIULearn](https://learn.viu.ca). Synchronous class sessions will be held twice per week in Zoom. All students are required to [install the Zoom Client](https://zoom.us/download#client_4meeting) on their personal device (computer, tablet, or smartphone) in order to fully participate in these sessions. Students should not create an account in Zoom, this is not required in order to join synchronous sessions.

*If you intend to record your class sessions, we recommend including that information, as well as information on how students can join your Zoom meeting anonymously. Example below.*

Online course sessions will be recorded to allow students who cannot attend to receive the same information as those who can. These recordings will be uploaded to VIUTube and linked into our VIULearn course. These recordings will not be shared with anyone outside of this course. If you do not wish to be included in the recording, you can take these steps to anonymize yourself in Zoom:

1. Leave your camera off and mute your microphone
2. Enter your questions or comments in the chat window
3. Speak to me before our first session to arrange a pseudonym you can enter when joining the meeting

**Technology Requirements**: Internet connectivity, webcam, speakers or headphones, and microphone for synchronous sessions, etc.

### VIULearn Access & Technical Assistance

In order to log in to VIULearn, you must set up your [VIU Student Computer Account](https://technology.viu.ca/student-account). If you need assistance with your account or logging in to VIULearn, contact the IT department ([ithelp@viu.ca](mailto:ithelp@viu.ca) or 1-236-362-1121).

Once you are able to log in, if you need any help with VIULearn or other learning technology at VIU, please contact the Centre for Innovation and Excellence in Learning ([learnsupport@viu.ca](mailto:learnsupport@viu.ca)).

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### Course Overview

key concepts/topics, how course fits within program, ideal audience for course, rationale/benefits of taking course

### Learning Outcomes

list all outcomes outlining what students should be able to know and do after the course is completed

### What to Expect in this Course *(Teaching and Learning Strategies)*

list of strategies used in course e.g., lectures, group activities, questions, debates, videos, podcasts, to give students a sense of how the class will run

### Workload

estimated amount of time you expect students to prepare for class, work on assignments etc. *Students appreciate an honest approximation of your expectations*

## Assessment and Evaluation Details

*This is the first section most students access. They are very keen to see how you will be assessing and evaluating them. Include in-class assessment activity ideas to let them know how you will be seeking feedback on their learning and their views of how the course is progressing. Evaluation details will help them see where they will be demonstrating their skills and knowledge on the subject matter.*

### Assessed Activities

List and describe all activities, assignments, and tests that will be used to calculate the students’ overall grade in the course. *Give students details about expectations on these course elements such as whether exams will be closed- or open-book, how presentations and participation will be evaluated, citation style requirements etc.*

### Grading Breakdown

|  |  |
| --- | --- |
| Graded Activity | Weight |
| Assignment 1 | 15% |
| Assignment 2 | 25% |
| Midterm Assessment | 20% |
| Final Assessment | 40% |

### Late Work Policy

Describe any policy you have around submissions after the due date and time, including any penalties and alternative ways to submit assignments if you plan to accept submissions after you have closed the assignment submission folder in VIULearn.

### Viewing Grades and Feedback

Grades and feedback on your activities can be viewed in the [Class Progress tool in VIULearn](https://ciel.viu.ca/learning-technologies-innovation/viulearn/viulearn-help-learners/accessing-feedback-learners). For quizzes in VIULearn, answer keys and feedback will not be posted until after all students have completed the quiz. Written assignments will be graded within two weeks of the due date. You can [subscribe to receive a notification](https://viuvideos.viu.ca/media/SettingsA+Notifications+-+for+Students/0_xpf73anm) in VIULearn if you wish to be alerted by email when your feedback is available. Late papers may not receive feedback at the same time as papers that are turned in before the due date.

## Course Materials

*Be sure to list all course materials from the textbook to any websites or online resources. The most important component in this section is to indicate if the course material is ‘required’ or ‘recommended’, as students will surely ask!*

**Textbook (required):** Author, Title, ISBN, edition number.

You can purchase the course textbook from the [VIU Campus Store](https://campus-store.viu.ca/buy_courselisting.asp) for $XX. There is an online edition and a print edition available. You are free to choose which option best suits your needs.

**Online Textbook Resources** **(optional):** The textbook publisher has activities and quizzes to help you study and learn available on their website. Access to these materials is included in the cost of your textbook, but you will be required to create an account with the publisher in order to access these items which will involve sharing personally identifiable information with the publisher. These activities are not part of your grade, but may help your success in the course.

**Course pack** **(required)**: Instead of a traditional textbook, this course will use a course pack which contains a collection of required readings for this course. You can obtain an electronic or print copy of the course pack from the VIU Campus Store for $XX.

**Library Reserve** **(optional):** if a copy of the textbook or other readings are on reserve, include the information here about how long students can take out on reserve/or in library use only, name or readings, location in library. *Note whether publisher online resources for your text can be accessed by students relying on the course reserve textbook and what the cost associated with this will be.*

**Readings (required):** Throughout the course you will be given additional, supplemental articles and excerpts from materials beyond your course textbook. These articles are available free of cost from the [VU Library](http://library.viu.ca)**.**

**Specific Course Tools (required):** List any special calculators, safety equipment, medical supplies, art and photography materials, paper, clothing, software etc. that students will require to be successful in your course. *Include information about where to buy and approximate costs if possible to assist students with acquiring everything they need for your course.*

## Course Schedule

*Students want to have an idea of what topics will be covered in the course and the general progression through the term. We suggest including the following information:*

* *Tentative Schedule of Topics (week by week is the typical format)*
* *Format/ Modality (mode of learning in course: Many courses will be fully online this Fall, which is important to share. Equally, if there is any face-to-face instruction required, that is important to flag for students)*
* *Special Dates/Missed Classes (religious holidays, special events and times when the class does not meet, off-campus field trips, special performances, last day to withdraw from class)*
* *Assignment due dates*
* *Quiz, Test, and Exam Dates*

## Disclaimer

Include a statement about the subject of change to the course outline. Guest speakers, length of time to cover a topic, a field trip, or even some class formats may change your course details*. Try not to change assignment and test dates. If there are any changes, inform the students both in writing and orally in class and provide an updated course outline.*

## Learning Strategies and Resources

*This is not a common section in most course outlines, but it is nice to include if you have some suggestions or tips to pass onto students. Students will be very appreciative of any ideas you have from previous students in terms of misconceptions, areas where students get confused, and what learning strategies are effective in terms of studying for exams and completing assignments.*

**Tips for Success:** different approaches to success, time management tips, common course misconceptions, sample test questions, topics that might cause confusion etc.

**Glossary:** technical terms, specialized information to help in studying

**Links:** links to helpful information such as previous exam questions, student assignments, style manuals, web-based resources to podcasts/video/and support material etc.

**VIU Learning Matters Website** http://learningmatters.viu.ca is a one-stop shop of multimedia resources (videos, handouts, infographics, images) for students related to learning how to learn, studying effectively and other tips for being a successful student.

## Accommodations

*Your department or faculty might have a standard statement about accommodating students. You may also wish to approach* [*Disability Access Services*](https://services.viu.ca/disability-access-services) *for further details on workshops, consultations, and information they provide for students of all needs. The statement below is from Disability Access Services and is recommended to be included in your syllabus.*

VIU’s [Disability Access Services](https://services.viu.ca/disability-access-services) office provides services to students with Learning Disabilities, mental health disabilities, Attention Deficit Hyperactivity Disorder, Autism, chronic medical conditions, and impairments in mobility, hearing, and vision.

If you have a disability requiring academic accommodations in this course but are not yet registered with Disability Access Services, please contact them at [disabilityaccessservices@viu.ca](mailto:disabilityaccessservices@viu.ca) or visit them in BLDG 200 (2nd floor). If you are already registered with DAS, please provide me with your accommodation letter, either in person during my office hours, or by email.

### Missed Classes

*A statement about accommodating students who need to miss your class due to religious beliefs, observations and practice, athletic/sports team participation, job/admission interviews, family/personal emergencies, and circumstances out of control.*

*The statements below are from VIU’s General Regulations, and it is recommended these be included in your syllabus:*

**Absence Due to Illness**

Students who are absent because of illness or accident should contact their instructors as soon as possible and report to their instructors again on return to classes.

Extended absence from courses or program due to illness or accident should be discussed with each instructor or program coordinator involved. Students are responsible for contacting their instructors, either directly or through the assistance of staff in the office of the appropriate Dean, as soon as an extended absence becomes apparent. Students should note that in instances where course requirements will be impossible to complete due to the extended absence, a medical certificate may be required.

**Absence Due to Illness or Death in Immediate Family**

Students who are absent because of illness, accident or death in the immediate family (parent, spouse—including common law—child, brother, sister, parent-in-law, grandparent, foster child, and any other relative permanently residing in the student’s household or with whom the student permanently resides) should contact their instructors as soon as possible and report to their instructors again on return to classes.

For extended absence from courses or program due to illness or accident in the immediate family, students should follow the procedure described under “[Absence Due to Illness](https://www.viu.ca/registration/general-regulations#illness)” above.

**Absence Due to Other Reasons**

**Religious Ceremonies**

Students who are absent from courses in order to attend religious ceremonies should inform their instructors prior to each absence. Religious ceremonies at Vancouver Island University include traditional First Nations ceremonies. Students are responsible for the subject material missed during their absences. For further information, students should contact the [Equity, Diversity and Human Rights Advisor](https://www.viu.ca/services-and-facilities#humanrights).

**Sports Events**

Students who are absent from courses in order to participate in sports events in which they represent Vancouver Island University must inform the instructors in writing, prior to each event. Students are responsible for the subject material missed during their absences.

Students who are absent from courses due to participation in other sports events will be considered to be absent without permission.

**Field Trips**

See “[Field Trips](https://www.viu.ca/registration/general-regulations#fieldtrips)”.

## Support for Students

*Include the location, contact information, and hours of operation for relevant support departments for your course.*

VIU has a number of support departments available to assist you during your time at VIU.

**Aboriginal** student support is available through [**Shq’apthut - a Gathering Place**](https://aboriginal.viu.ca/services-aboriginal-students). Contact [sas@viu.ca](mailto:sas@viu.ca) for support with advising, first level counselling, financial aid, scholarships, funding options, career counselling, daycare, and housing.

The **Centre for Experiential Learning** is available to help with Co-ops and internships and other work integrated learning. You can learn more about the services they support at <https://services.viu.ca/centre-experiential-learning>.

**Counselling** services for VIU students is available through VIU Counselling Services from Monday to Friday, 8:30-4:00. To book an appointment go to <https://services.viu.ca/counselling/>.

If you are experiencing a crisis, you can reach out to the [Vancouver Island Crisis Line](https://www.vicrisis.ca/) via phone at 1‑888-494-3888 (24/7), text or chat at 250-800-3806 (6 - 10 pm); [Kuu-us Crisis Line](https://www.kuu-uscrisisline.ca/) (24/7); or [YouthInBC.com](http://youthinbc.com/) online chat (noon to 1 am).

**Educational Advising** is available for all students by phone, email, and online. Go to <https://services.viu.ca/advising> to learn more about the services available or to schedule an appointment with one of VIU’s educational advisors. Advisors are available weekdays (excluding statutory holidays) from 8:30-3:30.

**International** students can receive academic or immigration support and counselling services through [International Student Advising.](https://international.viu.ca/student-advising)

**Math** help is available through the **Math Learning Centre.** The Math LEarning Center is staffed by student tutors. [Visit their website](https://scitech.viu.ca/math-learning-centre/hours-and-location) for the most up to date information on days and times for tutoring sessions.

VIU’s **Positive Space Committee** is an alliance of students and employees seeking to create an equitable and welcoming community for LGMTQ+ people at VIU. [Visit their website](https://adm.viu.ca/positive-space/) to find out about upcoming events, access a map of gender neutral washrooms on campus, and find additional support resources on and off campus.

**Research** support is available through the [**VIU Library**](http://libguides.viu.ca/researchhelp) on weekdays (excluding statutory holidays) from 9:00 - 4:00. You can schedule an appointment online, or email [research.help@viu.ca](mailto:research.help@viu.ca).

The **Student Health Clinic** provides healthcare for VIU students. To book an appointment with a Nurse Practitioner call phone: 250-740-6620. Please leave a message including your name, phone number and student number so your call can be returned. More information on the services available as well as information about walk-in clinics in Nanaimo that students can visit to see a doctor go to <https://services.viu.ca/health-and-wellness>.

VIU **Student Success Coach** provides personal and professional development assistance for VIU students. View upcoming workshops or schedule an appointment at <https://services.viu.ca/success-coaching>.

The **Writing Centre** offers one on one consultations and workshops to help you with your writing. You can book a consultation online at <https://services.viu.ca/writing-centre>.

## Policies and Procedures

*In expanding on the Student Academic Code of Conduct Policy in your Course Outline, try to phrase policies in a positive and friendly format so it does not sound like you are thinking the worst of students and are out to punish them. If you explain the reasoning behind policies, you are more likely to gain students’ cooperation. Additionally, allow for students to ask questions to clarify policies.*

*VIU’s* [*Student Academic Code of Conduct Policy*](https://isapp.viu.ca/policyprocedure/docshow.asp?doc_id=22685) *states that very reasonable effort should be made to deal with student conduct concerns at the instructional and departmental level. The*[*Student Academic Code of Conduct Policy*](https://isapp.viu.ca/policyprocedure/docshow.asp?doc_id=22685)*outlines the standards of academic integrity at Vancouver Island University.*

*The policy includes, but is not limited to, the following acts:*

1. *Cheating*
2. *Plagiarism*
3. *Fabrication*
4. *Facilitation of academic misconduct*
5. *Non-attendance*

**Attendance:** Outline your policies onlateness, missed classes, penalties, make-up procedures, reporting illness and personal/family emergencies etc. including how students should contact you.

**Assignments:** If you have specific formatting, file type, or citation style requirements for assignments, describe those here. You will also want to explain late penalties, extensions, and missed work.

**Academic Misconduct/Dishonesty:**  Describe policies around plagiarism, cheating, copying, signing permission form for submitting papers to online plagiarism sites, penalties for infractions – VIU’s student Code of Conduct is here: <https://employees.viu.ca/faculty-help/student-academic-code-conduct>

**Grading:** Grading policies including incomplete grades, pass/fail explanations, grade appeals, requirements for passing course, completion of all components – VIU’s grading scale is available here: <https://www.viu.ca/registration/general-regulations>

**Tests and Exams**: What can students expect if they are late for an exam, or missed an exam. What penalties and procedures do students need to know.

**Participation**: What are your expectations around class participation, involvement in group activities etc.?

**Professionalism:** What and how you expect students to behave in your class? How will you deal with disruptive students? What is your policy on the use of cellphones in class, inappropriate use of mobile learning devices, other situations which may result in students’ learning being affected, etc.? See the [Student Code of Conduct (Non-Academic)](https://services.viu.ca/student-support-and-intervention/student-code-conduct-non-academic).

**Safety**: Explain procedures for lab safety, health issues, proper attire, safety equipment needed, what to do in case of an earthquake, tornado, fire, hazardous spill, bomb threat, violent intruder, or other emergencies that threaten the safety of students in your class; notification procedures for inclement weather/impassable roads – radio, institution website.

**Covid-19 Specific Expectations**: Students are responsible for taking reasonable care to protect their own health and safety and the health and safety of other students. In the context of COVID-19, this means Students are responsible for their own personal self-care, which includes frequent hand washing, social distancing and staying home when sick. Students are also responsible for reporting unsafe conditions to their instructor, and following the procedures put in place by the university to control the risks associated with COVID-19. <https://www.worksafebc.com/en/about-us/covid-19-updates/covid-19-returning-safe-operation>

**Respect:** Include a statement about your expectations around listening and respecting the points of view of their peers, about how to handle any controversial course content and how to manage their feelings and words when they encounter different attitudes, opinions and information.

## Rights and Responsibilities of Students

*Many institutions are developing rights and responsibility statements with both instructor and student bodies. Here are some examples that are showing up in course outlines:*

* *Right of students to have class meet on required days throughout term; instructors have right to expect students to show up on time for learning*
* *Right of students to have an instructor organized and prepared class; instructors have right to similarly expect students to be prepared and ready for learning each class*
* *Right of students to expect instructors to grade and return assignments and tests within a reasonable time frame; instructors have right to expect students to hand in assignments on time*

## Social Media: Privacy and Protection of Student Identifiable Personal Data

*With the greater attention paid to the privacy and protection of students identifiable personal data on the Internet (e.g., name, class, address, opinions, gender) and national and provincial laws around the use of social media tools in the classroom, be sure to include something in your course syllabus if you plan to use social media tools (e.g., Facebook, Flickr, Google Docs, Skype, Twitter, Prezi, Instagram, etc.) for assignments or activities.*

*It is the responsibility of individual faculty members to ensure that they are compliant with FIPPA regulations. The following information is provided to help ensure that faculty members are aware of their responsibilities.*

***When to Think About FIPPA***

*Any time****students’ personal, identifiable information****(first name, last name, date of birth, course student is enrolled in, student grades, home address, student VIU ID) is****stored on a server outside of Canada****, or the parent company that owns the server is located outside of Canada, students must be provided with notice, knowledge, and consent. Personal, identifiable information includes any information that can be used to identify an individual student including photographs, file names of documents, student assignment titles, videos, audio files etc.*

*Notice, Knowledge, and Consent are defined as follows, and this information should be included in your Course Outline*

FIPPA and this Course:

Notice of storage of Personal, Identifiable information outside of Canada: *Include information in your course outline about your use of social media for an assignment is an important first step. Ensure you have alternative arrangements for the assignment if students do not wish to use social media*.

Knowledge of storage of Personal, Identifiable information outside of Canada: *Supply information as to why social media use has its risks. This would include information about the use of personal identifiable information being stored on servers outside of Canada, and how data can be subject to other countries searching and seizing anything written/posted they feel is inappropriate and a threat to that country. This information will be included in the tool’s privacy policy, which will be available on its website.*

Consent to store Personal, Identifiable information outside of Canada: *It is always best to obtain student written consent to ensure students fully understand the risks when using social media. This is an instructor’s best action for due diligence. See the Centre’s’ website with resources on privacy, and for additional language and a sample consent form:* [*https://ciel.viu.ca/learning-technologies-innovation/online-blended-learning/maintaining-privacy-while-supporting-innovation*](https://ciel.viu.ca/learning-technologies-innovation/online-blended-learning/maintaining-privacy-while-supporting-innovation)