

UDL Course Syllabus Template

Thank you for your interest in the UDL Course Syllabus Template. Before you get started, please review the following important notes about this template.

Arrangement

This template contains recommended sections for your syllabus which can be rearranged, removed, or modified to suit your course design and instructional style.

This template also contains suggestions for multiple means of engagement, expression, and representation (the essential components of UDL). For additional information on UDL, see [CAST's UDL Syllabus](#).

Finally, the language of this template is intentionally warm and conversational; aiming to welcome students, create an environment of cooperation, and encourage their agency. For more on syllabus rhetoric, visit [Accessible Syllabus](#).

Adding Your Information/Making it Your Own

Review all language in all sections to make sure policies and procedures work for you.

Look for <<insert text>>. This note indicates missing or uncommon information that *must* be modified because it is course or instructor specific. Remember to remove this and any other UDL notes once you have made your updates. Likewise, as you review the syllabus, be sure to remove or revise any wording, sections, etc. that don't apply to your context.

Important notes about modification:

The language and sections included in this template offer general recommendations, aiming to accommodate multiple contexts as well as offer insight into best practices for UDL syllabus design.

As you remove, add, or modify information to suit your specific context, be aware that this document uses section headings and other "styles" to support navigation by assistive technologies. As you make changes, be mindful of these. For help, see WMU's [Instructional Accessibility Resources](#).

Support for Syllabus Design

If you would like to talk through this template or would like some additional support with developing accessible and inclusive courses, please get in touch with the [Instructional Design Team and/or Accessibility Coordinator](#) at WMUx and let us know how we can help.

Remember to delete this page prior to adding to your course.

<<Course Name>> <<Semester and Year>> Syllabus
<<Department or college name here>>
Western Michigan University

Instructor Contact Information

<<insert text below>>

Instructor: <<Add instructor name here>>

Office: <<If applicable, add office location here. Instructor might also list “virtual”.>>

Office Hours: <<If applicable, list days & times. Instructor might also list “by appointment”.>>

Phone: <<Add XXX-XXX-XXXX>>

Email: <<Add instructor email here. Use wmich.edu email.>> (Preferred contact method)

Office Hours

I am available to you outside of class. Do not hesitate to send me an email if we need to talk so we can find a convenient time for a phone call, video conference, or face to face meeting.

Questions

If you have a question about this syllabus or our course, I encourage you to post it in the Problem Solver discussion located in our Elearning course space. This will allow everyone in the class to benefit from your question, avoid redundancies, and one of your classmates may even offer a quicker response. Of course, if you have if your concern is personal, please email me directly.

Email Response Time

I will try to respond to emails within 2-3 days of receiving them and I will let you know if I plan to be away from my computer for more than a couple of days. To help me help you more efficiently, please email directly from Elearning or include the course ID in the subject line. Please also give me an idea of the help you need in the subject line. And, finally, to avoid confusion, use only your wmich account to email; I will do the same.

Accommodations

If there are specific supports you need due to disability, please email me as soon as possible so we can make sure we get those in place. Also, if you have not done so already, please contact the [Office of Disabilities Support Services \(DSS\)](#) so that they can assist you in coordinating accommodations across campus.

WMU Land Acknowledgement Statement

We would like to recognize that Western Michigan University is located on lands historically occupied by the Ojibwe, Odawa and Bodewadmi nations. Please take a moment to acknowledge and honor this ancestral land of the Three Fires Confederacy, the sacred lands of all Indigenous peoples and their continued presence.

Course Information

Course Description

<<Add course description>>

<<insert text above>> UDL Note: Include the course catalog description as well as additional information on how the course fits within the program. Most important to UDL is the addition of information that offers relevance, connection to real-world application, and/or opportunities for personalization. Instructors might also indicate course format, e.g., large lecture with discussion sections, seminar course, online, hybrid, web-enhanced, interdisciplinary, team-taught, etc. Remember, to use conversational language, referring to learner as “you” and inviting them to find personal relevance within the course description, plan, and/or goals. Reminder: Delete above UDL Note once information has been added.

Prerequisite

<<insert text below>>

<<Add any relevant prerequisite course information>>

General Education Area

<<Add Gen. Ed. Area(s) if applicable.>>

<<insert text above>> **Note:** If the course meets a General Education requirement, the syllabus must include clarification of which area(s) the course fulfills. If not applicable, delete this heading and note. Reminder: Delete above Note once information has been added.

Course Texts & Other Materials

A note for instructors about texts and other materials: For UDL, it is important to include “a variety of materials, beyond printed text, to increase the options of representation and increase engagement.” It is also important to “be sure that any materials included in the course are accessible to all learners, including links to outside resources and tools” (CAST, UDL Syllabus). Reminder: Delete above Note once information has been added.

Required Books and Materials

<<insert text below>>

<<Per the Higher Education Opportunity Act, instructors should indicate the following information for required and recommended textbooks and supplemental materials: the full title

of textbook, author, edition, publisher, copyright date, the ISBN, and where it can be purchased. If a required text is available online, indicate where it can be accessed. >>

If you need an accessible version of this text, please [contact Disability Support Services](#).

Required Supplemental Readings

<<insert text below>>

- << List required supplemental readings and how/where to access them >>

Recommended Texts & Other Readings

<<insert text below>>

- <<List other readings available and how/where to access them>>
- <<Include a general statement such as “Other readings will be made available in Elearning (See Learning Module Content)”>>

Accessing E-Reserves and Alternative Formats for Course Materials

In an effort to support access for all learners, many of our course readings are available through E-Reserves. Alternative downloads are also available for many items in the course. Read about these options below. Also, be sure to let me know if you are struggling to access any item in the course so that I might assist you.

Accessibility Note: There is no additional text to add here, but instructors should remove if not relevant to their course. If a text or material is available through WMU Libraries, instructors can set up a Course Reserve that can be directly embedded in their Elearning course. See [WMU Library E-Reserve](#). Links to OERs can also easily be included in Elearning to ensure ease of access for students. Student instructions for accessing materials through WMU E-Reserves included below, but an “External Tools” link for WMU E-reserves can also be added to the Elearning content area. Information for the Ally tool which offers access to multiple different types of downloads for learner accessibility is also included. Remember, however, that the document must be accessible if these various download types are to be effective for learners. For more information on Ally or document accessibility, see WMU's [Instructional Accessibility Resources](#).
Reminder: Delete above Accessibility Note once information has been reviewed.

WMU Library E-Reserves

For this course, I have created a course reserve through WMU Libraries. Here you will find many of the texts and articles we will use in class. I will do my best to remind you which of our materials can be found here, but you can also look for yourself any time by visiting our class in the [WMU Course Reserves](#). You will need the following information:

<<Insert text below or delete section>>

Our Class E-Reserve Password: <<Once created Instructors will set a password for their E-Reserve. Share that password here. Simple is best here.>>

Ally for Accessibility

We use a variety of content in this course. And, although I work to create content that is accessible for all learners, we also have a tool built into Elearning that offers additional options to better meet your individual needs. I encourage you to check out [Ally's alternative formats downloads](#) throughout the course. Just choose the version of the original that best suits your needs.

Program and Course Objectives

Program Objectives

<<Insert text below>>

<<If program-level objectives exist (departments may use the term outcome) that are applicable to this course, list them here. If the department does not have these, delete this subsection heading and note.>>

Course Objectives

<<Insert text below>>

<<List course-level learning objectives (departments may use the term outcome) here. These may be determined by instructors or departments, but should clarify for students the overarching goals of the course in terms of the knowledge, skills, and competencies to be achieved. Objectives should be introduced with language that is directed at learner such as "by the end of this course you will be able to..." and uses concrete verbs (e.g., identify, compare, appraise, estimate, predict) as opposed to abstract verbs like understand or learn. These objectives should also clarify for students what they will do to demonstrate their learning and understanding and be clearly aligned with key course assessments. A numbered or bulleted list is an accessible way to display these objectives; see example below.

Example of learner focused objectives:

Throughout this course we will focus on developing the skills that will ensure your ability to:

- Identify the appropriate type of long-term care based on categories of patient needs.
- Use energy principles to determine the stress states of structures comprised of one-dimensional elements (beams, columns, and rods).
- Solve geometric problems concerning planes using vectors.

UDL Note: UDL suggests that CLOs should be aligned with summative assessments. Would it be beneficial here to include "in order to...respond to real-world case studies or some other outcome/deliverable?" My objectives always included the product as well as the goal.

For more information on creating objectives that align with primary assessments, see [Bloom's Verbs for Critical Thinking: Aligning Objectives and Deliverables](#).

Reminder: Delete above UDL Note once information has been reviewed.

Graded Course Activities, Assignments and Assessments

Course Design

<<Insert text below>>

<<Describe the nature of instructional activities that will occur in the course, such as types of assignments, tests, exams, papers, projects, homework, quizzes, exhibits, presentations that students will complete and indicate how they help students achieve the intended learning outcomes. Indicate how interactions will be facilitated, such as teamwork, debates, interactive lecture, online discussions, blogs, and use of clickers. Outline the nature of interactions and students' responsibility in their learning: student-led discussions, presentations, peer feedback, self-assessment. Note whether you will collect student feedback for instructional enhancement purposes. >>

Grading Policy

<<Insert text below>>

<<State instructor grading policy. Note how final grade is calculated (templates below) and outline grade distribution. Set forth when/how students will receive feedback on their work and reasonable expectations about returning graded work. Set forth instructor policy regarding attendance, missed assignments, late work, extra credit, and posting to online discussions. Outline instructor policy regarding participation in webinars, field trips or other activities that are scheduled in addition to/in place of regularly scheduled class meetings.>>

Visit the Dropbox, Discussion, and Quizzes links in Elearning for details about each assignment listed below. (See the [Technical Course Structure](#) section for more information about accessing tools and activities).

Late Work Policy

<<Insert text below>>

<< Example text: Please be sure to pay close attention to deadlines—there will be no make-up assignments, quizzes, or late work accepted without a serious and compelling reason and instructor approval.>>

<<Choose the structure below that best fits your grading policy>>

Grading Breakdown

Assignments and Points

<<If points-based grading will be used, instructor should clearly show how assignments, assessments, and/or other activities work together to add up to final grade. If you use Weighted Categories, delete this sub-section and all associated notes/examples.>>

Assignment Name	POINTS
Assignment Name	POINTS
Assignment Name	POINTS
Assignment Name	POINTS
Assignment Name	POINTS
Assignment Name	POINTS
Total Points Possible	TOTAL POINTS

Category Weights and Assignments

<<If categories will be used to determine the impact certain groups of assignments will affect final grades, instructors should clarify that break down. The listed categories and weights are examples. Please replace with your own. If you use a points-based gradebook, delete this sub-section and all associated notes/examples.>>

- **Assignments: 25%**
 - Assignment Name
 - Assignment Name
 -
- **Discussions/Participation: 10%**
 - Discussion Name
 - Discussion Name
 -
- **Quizzes: 10%**
 - Quiz Name
 - Quiz Name
- **Project/Presentation: 25%**

- **Exam/Final Paper/Project: 30%**
 - Midterm Exam/Paper/Project
 - Final Exam/Paper/Project
- **Total: 100%**

Review grading options and suggestions above. Remember to delete scale and any information that does not pertain to your course.

Weighted Grade Details

As noted above your grade is calculated by a weighted system as opposed to total points. This means that each category holds a weight and each assignment within a category can be weighted lower or higher depending on points and/or the complexity of the task. For more information on how weighted categories work, please see [Weighted Grading System Explained](#). Instructors, be sure to remove the heading and information found here in “Weighted grade details” if you use a points-based gradebook.

Remember to remove Weighted Grade Details section if you are not using a weighted gradebook.

Grading Scale

Final grades assigned for this course will be based on the following scale according to the Grading Breakdown above. Please use Elearning to monitor your progress and be sure to let me know if you are unsure of how you are doing or if you have concerns of any kind about how your scores are being assessed.

<<Insert text below>>

<<Course grading scales can be determined by instructor or department. Questions about scale should be directed to chair. The scale below is the suggested University Scale.

- For points-based grading, instructors might add a note about how to determine their own grade; by dividing the total number of points they have received by the total number of points available at a certain point.
- For weighted categories, calculations vary. So, instructors might need to provide a more specific formula depending on approach.>>

A	94-100
BA	88-93
B	84-87

CB	77-83
C	74-76
D C	67-73
D	64-66
E	0

Important note: For more information about grading at WMU, visit the academic policies and grading section of the [university catalog](#).

Review grading scale suggestions above. Remember to update and delete any information that does not pertain to your course.

Viewing Grades in Elearning

Graded activities will be posted in Elearning. Click on the Grades link on the top navigation to view your scored assignment or assessment as well as associated feedback. See the [Technical Course Structure](#) section for more information.

<<Insert text below>>

<<Include a statement about the timeframe of when to look for grades. Example: Your instructor will typically update grades within one week of the assignment being due.>>

Course Policies & General Expectations

Participation

Online, hybrid, and web-enhanced courses require your active participation. Here are some tips for success:

- In discussions, you learn from one another by posing questions, justifying your comments, and providing multiple perspectives. When you prepare for discussions through thoughtful reflection, you contribute to your own successful learning experience as well as to the experience of your peers.
- Log in to the course frequently (at least several times per week for long semesters and daily for summer sessions) and check the news widget on the course homepage. This will keep you apprised of any course updates, progress in discussions, assignment information, and messages requiring immediate attention.
- Be aware of and keep up with the Course Schedule.
- Participate in team activities to the best of your ability. How well your team does—and how well you do—depends on all the team members working cooperatively.

<<Insert text below>>

<<Enter specific information regarding participation policy here. If the instructor will monitor, track, and/or score student participation, this is a good place for information that clarifies how the instructor will keep track. >>

Proactive Communication & Feedback

If you find that you have any trouble keeping up with assignments or other aspects of the course, make sure you let me know as early as possible. Likewise, if you know that you have barriers that may impact your ability to participate in this course, let me know. If you are proactive in contacting me when you experience difficulties during the semester, we might work together to find a solution.

Elearning News & Notifications

I will also work to support your success by sharing reminders, clarifications, and other important class information that comes up throughout the semester through the Elearning News found on the homepage of our Elearning course. For this reason, it is important to turn on your notifications. Visit [Editing Personal Notifications](#) for instructions.

Elearning Grades & Notifications

Throughout the semester, I will provide individual and group feedback to assist you in your development. You will find this information under the Assessments tab in Elearning in the Grades section. I am also always pleased to speak with you virtually or in person by appointment or during office hours. For this reason, be sure to turn on notifications for assignment and grade updates in Elearning.

Class Conduct and Civility

When we come together as a group either in person or online, differences of perspective and even behavior are inevitable, but to grow as individuals and as a community of learners, we need to respect these differences, but sometimes we also need to explore them together. To create a space where we can all feel comfortable to come as we are and learn from each other, please be intentional in your interactions. Share your ideas, encourage others to share theirs, and listen to each other. When you disagree, challenge each other, but do so with civility. Share your thoughts, but avoid arguments that don't serve to extend the conversation. Then, give time and space for yourself and others to process what has been shared. Changes in perspective are not guaranteed, but with civil discourse and time, we can create the space for deeper understanding.

Whether writing in an online space or participating in a verbal discussion, be thoughtful about your tone and word choice. But, also remember to give grace to each other. If, however, at any time you do not feel safe to share your ideas in our class for any reason, please email me directly so that we can work together as a class to ensure that all voices are heard.

Academic Integrity

As a student in this course (and at this university) you are expected to maintain high degrees of professionalism, commitment to active learning and participation in this class and integrity in your behavior in and out of the classroom. Learn more about university policies in the [University Policies](#) section of the syllabus.

Note: Course policies are subject to change. It is the student's responsibility to check Elearning for corrections or updates to the syllabus. Any changes will be posted in Elearning.

Writing & Other Academic Skills

From emails to assignments, writing skills are essential to effective communication. If you, or I, are concerned about your ability to communicate academically or for professional purposes, assistance from one of the WMU Student Success Services may be beneficial. You are encouraged to see support related to strategies for developing ideas, citing scholarly references, writing style, wording, phrasing, using language conventions, etc. But there are many other academic services available to you as well.

To make an appointment or for information about drop-in services available to you, please visit the [Student Success Services website](#). You may also reach out to me with questions or concerns about course materials, assignments, or feedback related to writing or other academic challenges.

Accommodations for Disability

If you have a documented disability and verification from the Disability Services for Students (DSS), please let me know as soon as possible so that I can respond appropriately. To ensure a quality start to the course, be sure that you have provided the necessary documentation of disability to DSS, met with a DSS counselor to request accommodation, and clarified the types of services required.

Contact DSS by phone at (269) 387-2116 (Voice), by fax at (269) 387-0633, and online at [Disability Services](#).

Time Commitment

Online, hybrid, and web-enhanced courses require the same attention and work as traditional courses. As you begin this course, I recommend the following formula for determining how many hours you can expect to spend per week for studying materials and completing assignments.

Formula

1 credit hour = 1 hour of interaction in-class or online and 2 hours of individual work.

So, for a 3-credit course you can expect to spend a minimum of 9 hours per week in or on class activities.

Because the concepts we cover in class are cumulative, it is essential to set this time aside and to keep up with course materials, activities, and assignments.

Course Drop & Withdrawal

As noted throughout this syllabus, it is important to keep on top of materials, activities, and assignments. It is also important to know your options in the case that you do not feel you can finish successfully. When in doubt:

- Make an appointment and we can talk through your challenges.
- Consider your options for drop or withdrawal.

For information on your drop/withdrawal options, see [WMU Registrar - Withdrawing](#). See the [WMU Academic Calendar](#) for dates and deadlines. After the withdrawal period has passed, a serious and compelling reason is required to withdraw from the course. Serious and compelling reasons includes: (1) documented and significant change in work hours, leaving student unable to attend class, or (2) documented and severe physical/mental illness/injury to the student or student's family.

Incomplete Policy

<<Insert text below>>

Under emergency/special circumstances, you may petition for an incomplete grade. An incomplete will only be assigned to a student in good standing at time of request. Student must also <<insert condition here>>. All incomplete course assignments must be completed within <<insert timeframe here, [university policy for incomplete](#) states that period is less than 1 year>>.

University Policies

WMU Academic Honesty Policy & Procedures

“Our mission is to enhance student learning and personal development by creating an educationally purposeful, disciplined and caring community.”

Academic Honesty & WMU Codes of Conduct

At WMU, “**cheating** is intentionally using or attempting to use unauthorized materials, information, notes, study aids or other devices or materials in any academic exercise.”

“**Fabrication** is the intentional invention and unauthorized alteration of any information or citation in an academic exercise. **Falsification** is a matter of altering information while fabrication is a matter of inventing or counterfeiting information for use in any academic exercise or University record. **Forgery** is defined as the act to imitate or counterfeit documents, signatures, and the like.”

“**Plagiarism** is intentionally, knowingly, or carelessly presenting the work of another as one’s own (i.e., without proper acknowledgment of the source). The sole exception to the requirement of acknowledging sources is when the ideas, information, etc., are common knowledge.”

“**Complicity** is intentionally or knowingly helping or attempting to help another to commit an act of academic dishonesty.”

Read more about the [WMU Academic Honesty Policy & Procedures](#) and other student conduct policies on the [Office of Student Conduct](#) website and in the [WMU Student Code of Conduct](#).

Important Note: Any form of academic dishonesty, including cheating and plagiarism, may be reported to the office of student conduct.

WMU Closure Policy

As soon as a decision is made about closing a campus, the decision is publicized through:

- The WMU home page at wmich.edu
- The WMU Alert system
- Area radio and television stations
- The WMU emergency information phone line at (269) 387-1001.

The University community is encouraged to frequently check the [WMU home page](#) for updates. Refer to the [WMU closure policy](#) for additional details.

Any changes to the syllabus due to closure will be announced by the instructor.

WMU Non-Discrimination Policy

Western Michigan University prohibits discrimination or harassment which violates the law or which constitutes inappropriate or unprofessional limitation of employment opportunity, University facility access, or participation in University activities, on the basis of race, color, religion, national origin, sex, sexual orientation, gender identity, age, protected disability, veteran status, height, weight, or marital status. For full details go to the [WMU Non-Discrimination Policy](#).

See the [President’s Statement on Diversity, Multiculturalism and Inclusion](#).

WMU Accessibility Statement

Western Michigan University (WMU) is committed to ensuring that faculty, staff, employees, job applicants, students, and others have equal access to its programs, will not be discriminated against based on having an actual or perceived disability, and will have the same opportunity to be successful in education, housing, and employment as those individuals who do not have disabilities. WMU complies with requests for accommodations under the Americans with

Disability Act, including the Amendments Act, (hereinafter ADA), Section § 504 of the Rehabilitation Act (§ 504), the Fair Housing Standards Act (FHSA), the Michigan Persons with Disabilities Civil Rights Act, and other related laws and guidance. Read more about WMU's commitment to accessibility on the [Reasonable Accommodation Policy](#) website.

WMU Sexual Misconduct Policy

Western Michigan University encourages all members of our community to participate in the process of creating a safe, welcoming and respectful environment on campus. With the Sexual and Gender-Based Harassment and Violence, Intimate Partner Violence, and Stalking Policy and Procedures, we affirm the commitment of the university and our community to the values of transparency and timely communication, and accountable and responsible behavior within an ethical, compassionate, diverse and respectful environment. Read more on the [University Sexual Misconduct Policy](#) website.

Technical Course Structure

The Elearning components of our course are delivered through the course management system D2L Brightspace. You will use your BroncoID account to login to the course from the Elearning login page (<http://Elearning.wmich.edu>).

You will need a strong internet connection to access this course. For information about getting connected to WMU, available software, and other technical support for students, visit [goWMU](#).

Course Organization

The course is organized into weekly/bi-weekly topics of instruction as outlined in the course schedule included below. Due dates are also included in the Elearning course. Each learning module is listed by its main topic and may contain required readings, videos, mini-lectures, discussions, assignments, or collaborative group work.

Discussion Forums & Topics

The Discussions tool provides an area for collaboration and communication, allowing learners to post, read and reply to messages on different topics, share thoughts about course materials, ask questions, share files and work with peers. You can find course discussions in the module content area, as well as in the discussion tool.

You will find the following discussion topics in the course site:

- **Introductions:** You will use this discussion to introduce yourself to your classmates. Introduction discussion instructions will be posted in Elearning.
- **Problem Solver:** Use this discussion to check if your classmates can help you with any difficulties you may be experiencing in your course. Topics of a personal nature should be addressed by emailing your instructor directly.

- **Student Lounge:** Use this forum to celebrate your personal accomplishments, encourage each other, post inspirational quotes, etc.

Dropbox

Students use the Dropbox tool to upload and submit assignments to submissions folders in Elearning, eliminating the need to email or physically submit their work to instructors. Unless indicated otherwise in the learning modules, you will submit assignments using the Dropbox tool. The due dates in Dropbox match the due dates in the schedule.

You can find Dropbox Assessments in the module content area, as well as in the Dropbox Assessment tool.

Quizzes

The quiz tool is used to take fully online quizzes and exams. In some cases, the quiz will be graded automatically, and you will receive feedback and a grade immediately. In other cases, some questions will have to be graded before you will receive a score – for instance, if there is an essay or short answer question.

You can find Quizzes in the module content area, as well as in the Quiz tool.

Synchronous Sessions

In addition to the learning activities noted above, I will also hold synchronous sessions at dates and times that are noted in the Elearning course shell. More information will become available as the course progresses.

Note: The above is just an example, but depending on course format it is beneficial to students if instructors explain how their synchronous, asynchronous, hybrid, or face-2-face courses will generally be designed. Remember to remove this note and any sections that do not apply to course.

Technical Course Requirements

Computer Hardware

- In order to participate in any WMU online course, you should have easy access to a computer less than 5-years old and a high-speed internet connection. You will also need speakers or headphones.
- You are expected to be proficient with installing and using basic computer applications and have a basic understanding of sending and receiving email attachments.

Software

The following media software may be required to access the materials contained in your online course:

- Check your browser setting, we recommend Google Chrome (Google help link)

- [Google Apps for Education](#)
- [Mediasite](#)
- <<List other tools, resources, and materials needed by the student for success in the course>>

Technical Assistance

If you need technical assistance at any time during the course or need to report a problem with Elearning please get in touch with the [WMU Help Desk](#).

Back-Up Plan If Something Goes Wrong

If you find that some part of our online course is not working, please follow these steps until the issue is resolved:

- Don't panic! We will solve the problem and make adjustments.
- First check to see if you have missed an availability date. Some course items may only be available during a certain window of time.
- Try checking the Problem Solver discussion to see if any of your classmates are experiencing the same issue.
- Check to see if I have posted any announcements in the course News on the course homepage or emailed the class.
- If you still have difficulties, contact the help desk at 269.387.HELP (4357), help.desk@wmich.edu, or <http://www.wmich.edu/helpdesk/>. They will attempt to identify the problem and route your concern for the quickest resolution. They will contact me if necessary.
- Send me an email with the course number and issue name in the subject line and a description of the issue in the body **before the due date** of an assignment.
- There is a D2L "Live Chat" icon on your Elearning homepage for assistance.
- **Do not automatically email your assignments** if technology is not working. I can make adjustments to the course in various ways to accommodate an issue. You will be able to complete the course requirements.
- Continue to watch for email or postings in the News widget on the course homepage for adjustments to the normal course procedures.

Syllabus Changes & Course Updates

This syllabus, along with course assignments and due dates, are subject to change. For this reason, be sure to check your university Email as well as our Elearning course for corrections or

updates to the syllabus. Any changes will be clearly noted in course news and/or through email. So, remember to turn on your notifications in Elearning.

Course Calendar

<<Insert text below>>

<<List the sequencing of content areas, respective readings, schedule of course activities for the entire semester. State dates, times when all academic requirements in the course need to be completed, submitted. Indicate dates for formative and summative student feedback, note drop- add dates, official holidays, breaks, and dates you will be away from campus>>