UHCL University of Houston
Clear Lake

Simple Syllabus Tipsheet: *Explanations, Tips & Examples*

TIPS FOR: REQUIRED ITEMS

Syllabus component area is in BOLD	Explanation, Tips and/or Examples
Does the syllabus specify required **Instructor Information** and office hours?	Faculty can update their name, office location, and email address (only a UHCL email address is permitted for use). A phone number is optional. This section should be updated by the faculty to include office hours in compliance with university policy.
Does the syllabus clearly state the frequency and context of instructor-to-student interaction in the **Communications Policy**?	This outlines the appropriate way(s) in which students will communicate with faculty for the course and the expectation for faculty response. For example, through email, feedback, chat sessions, and discussion boards. This is a minimum requirement, and ideally, students will communicate with the instructor multiple times during the course. **Example:** Students can meet with the instructor in person (before or after class or during office hours) or email the instructor when needing to communicate about personal coursework, assignment(s), attendance, etc. Students should expect a response within 72 hours for email messages. Do not use the course discussion boards for personal information. You may use discussion boards for general coursework content that fellow students might be able to respond to.

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Are the **Required Instructional Materials,** such as texts, provided?	All required materials or text(s) are imported into the syllabus from Follett. If there are no materials listed in Follett, the faculty must update with what required materials will be used.
Are **Learning Outcomes** listed individually?	There may be specific outcome expectations for the program or college for the course. Each learning outcome is appropriate for the level and content of the course and is listed as an "objective" separately. Faculty can elaborate in the "additional information" section to include more information about the learning outcome, including but not limited to accreditation requirements, definitions, etc.
Does the **Grading Policy and Course Evaluation** provide an overall policy for the course that informs grade appeals?	This section clearly explains how students will be evaluated in the course. The statements in your policy should reduce complications in a grade appeal. It may include the types of assessments used—such as exams, written papers, projects, or presentations—and how many each student can expect. This can include point values and overall grading that may not be reflected in the course topics and assignments and the table of assignments imported from Canvas (see the next sections).
	Be sure to indicate the weight or percentage each component contributes to the final grade and describe how the final grade will be calculated. The instructor can choose how to present this. Faculty should include any assignments/activities that are graded in Canvas and ensure that it accurately reflects point values.

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Are **Course Topics and Assignments** listed?	A detailed schedule, providing students with a clear expectation of topics and requirements throughout the course, is often provided in the course syllabus. Use this section to outline the key topics that will be covered throughout the course, along with major assignments or activities associated with each topic. This helps students understand the flow of the course and what will be expected of them.
Is there a policy stated about **Student Attendance**?	Use this section to outline expectations for class attendance. You can include policies on excused vs. unexcused absences, participation requirements, and any impact attendance may have on grades.
	Example 1: Students are expected to attend and participate in each class meeting. Emergency absences will be excused on a case-by-case basis. Participation points will be worth X points per week, for a total of X points for the whole course, which is X% of your final grade.
	Example 2: Attendance will not be documented during each class meeting. As a student, it is your responsibility to keep up with the required assignments and alert me about any unavoidable non-communication.
	Example 3 (100% on-line): Students must "attend" class regularly by participating in online discussions at least once per week by posting a meaningful, substantive response to discussion questions and at least two responses to the postings of other students. Participation points will be worth X points per week, for a total of X

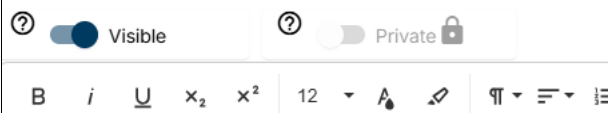|	
	points for the whole course, which is X% of your final grade.
Does the instructor list their **Policy on Late & Make Up Work**?	Use this section to explain policies regarding late submissions and make-up work. Be sure to clarify deadlines, penalties (if any), and the process for requesting extensions or rescheduling missed work. **Example:** Please follow the deadlines on the Course Schedule for submitting all assignments. The penalty for late work is X% per day. If you have family or medical circumstances that prevent you from meeting deadlines or keeping up with the course, please email me as soon as possible.

-END OF TIPS FOR: REQUIRED ITEMS-

(See next page for Tips for: Optional Items)

TIPS FOR: OPTIONAL ITEMS

Syllabus component area is in **BOLD**	Explanation, Tips and/or Examples
Is there an instructor **Welcome** or introduction?	This is not required. An instructor introduction can take many forms ranging from a brief welcome message to a short video. At a minimum. Your introduction could include some information about yourself (especially about why you are passionate about your subject), reinforce critical course requirements, and stress faculty and student expectations about the course. **Tip:** Did you know you can embed video in this section? You could record a welcome message to

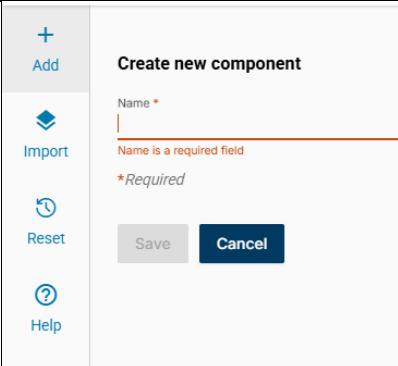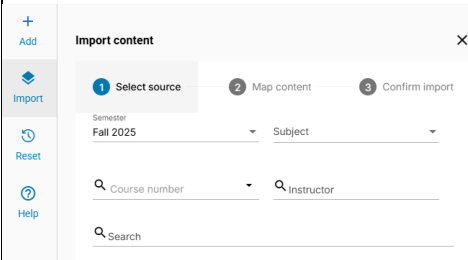|	
	your class and have it embedded into your syllabus. **Tip:** Create a Discussion Thread for introductions – you can post the first introduction yourself; try to include some personal information, not just a CV, to let the students get to know you a bit. **Tip:** Work with your designated Instructional Designer (ID) to create an introductory video, or create your video using a webcam and/or Echo360 Universal Capture.
Are there **Course Specific Instructions** that the faculty provided to students about this course?	This is not required. This component can be a "catch all" for this course specifically. Items that can be in this section are technical skills, software that is not listed in the materials section, or unique items for this course. There are other components that faculty can add to the bottom of the syllabus if it makes sense to separate each component that is desired. If there are course specific instructions, are they appropriate for this course, modality, etc.? **Tip:** This is not on a public facing syllabus and is visible only to the students in your course. You can add content here that is only about this course. You can make this visible outside the course by turning on the slider from private to public. **Course Specific Instruction** ⊘ ●Visible ⊘ ⬭Private 🔒 B *i* U̲ x₂ x² 12 ▾ A̸ ✎ ¶ ▾ ≡ ▾ ☰
Does it state the **Recommended Instructional Materials**, such as texts?	This is not required. All recommended materials or text(s) can be added to this section.

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Does it state the **Minimum Technology Requirement**, such as software needed?	This is not required. All recommended hardware or software needed can be added to this section. If there are requirements, are they appropriate for this course, modality, etc.?
Is the **Table of Assignments** visible?	This section automatically displays assignments pulled from the Canvas Assignments. It provides students with an overview of expected work and due dates for the course. If faculty want this to be integrated to Canvas without updating on the syllabus and find that they need to make changes—such as updating titles, due dates, point values, or descriptions—please go to your Canvas course and update the assignments directly there. This section is not required and can be edited here within the component. If you edit the cells here, it will lose the connection to that cell content with Canvas. If faculty would like them to be re-connected to Canvas, you can use the reset icon to re-set this component and the content will be linked to Canvas again. If there is nothing in your table of assignments, check in Canvas that items for grading are published. Unpublished items will not display.
Is **Instructor Feedback to Students** provided?	This is not required. In this section, faculty can explain how the student receives feedback on their assignments regarding turn-around time for grade postings and communication. This section lets students know how and when they can expect to receive feedback on their work. This could include your typical turnaround time, the format of feedback (written comments, rubrics, in-person

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	meetings), or how students can request additional support **Example:** Assignments will be submitted in Canvas and will be graded within 7 business days of the assignment due date (assuming that work was submitted by the deadline). Students will be able to retrieve their scores for each assignment, along with feedback from the instructor via the Grades link on the course menu.
Do you have an **AI policy** that you would like to be visible?	This is not required but faculty can use this space to write your course specific AI policy. UHS Information Security has published some general guidelines you can follow to help you make better informed decisions on how to interact with these AI tools. Usage of Artificial Intelligence at UHS
Do you have a **Course Specific Academic Honesty** policy in addition to the UHCL policy?	Use this space to write a course specific academic policy in addition to the UHCL policy. Note that the link to the UHCL Academic Honesty/Plagiarism is already provided later in the syllabus.
Is the **Policy on Extra Credit** visible?	This is not required. In this section, faculty inform students about any opportunities for extra credit. Specify what types of activities may be available, how often, and how extra credit will affect overall grades (if at all). It only shows on a student's syllabus if the faculty enters a policy.
Is there a faculty-created "new component"?	Faculty can create any additional items for the syllabus that is not already covered above. Using the "+" you can create separate items as needed. Each new component must have a title.

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Where can imported components come from?	Public content can be added from any other course in Simple Syllabus. There is a search feature which also allows imports from past semesters.

-END OF TIPS FOR: OPTIONAL ITEMS-

(See next page for Tips for: Pre-populated/Non-edited Items)

TIPS FOR: PRE-POPULATED/NON-EDITED ITEMS

Syllabus component area is in BOLD	Explanation, Tips and/or Examples
In the **header** and **course information**, is the course content (name, location, delivery mode, etc.) prominently displayed and does it meet the minimum requirements for its designated college (e.g., BUS, COE, CSE, HSH)?	The header and course information sections are pre-populated for each course. If this content is not correct, it is not in the information system correctly and needs to be updated. Contact your college to update the header and course information sections.
Do faculty need to create the UHCL required syllabus content?	The following template items are added at the university level and do not need to be added/edited by the faculty: • UHCL Policies, Procedures, and Handbooks (required, not editable) • Anti-Discrimination Policy (required, not editable)

	• Student Accessibility and Accommodations (required, not editable) • Changes to the Course Syllabus (required, not editable) • Incompletes (required, not editable) • 6-Drop Rule Limitation (logic driven – will not show on all syllabi) • Students Registered for Courses through the Texas Department of Corrections (logic driven – will not show on all syllabi) • Faculty Course Evaluation (required, not editable) • Student UHCL E-Mail (required, not editable) • Student Success Center (required, not editable) • Writing Center (required, not editable) • Dean of Students Office (required, not editable) • Technical Support (required, not editable) Each college or program may add policies, procedures, or items based on their own requirements that do not require that the faculty add them to be current.