This template is in line with the [UBC Senate policy V-130](https://senate.ubc.ca/sites/senate.ubc.ca/files/downloads/Policy-20190207-V-130-Syllabus.pdf) effective August 2019. It includes all the required items (identified by square brackets [ ]) and optional items (identified by asterisks \* \*) and placeholder text. Once you’ve replaced the placeholder text remove the brackets and asterisks. Note: The footers will update automatically. DELETE THESE LINES BEFORE DISTRIBUTING.



[Course Code, Number, Title (Credits)]

[Semester & Year]

UBC’s Point Grey Campus is located on the traditional, ancestral, and unceded territory of the xwməθkwəy̓əm (Musqueam) people. The land it is situated on has always been a place of learning for the Musqueam people, who for millennia have passed on in their culture, history, and traditions from one generation to the next on this site.

|  |  |
| --- | --- |
| **Mode of Delivery** | [Lecture, Lab, Tutorial, Online, Flipped Classroom, Blended. Note, this information is often in the Student Information System, but can be included here as well.] |
| **\*Time & Location\*** | [Weekday, Start Time – End Time (Building Name, Room # if applicable). Online Courses may include synchronous meeting times and listings of learning platforms used (e.g., canvas)] |
| **Syllabus Last Revised** | MM/DD/YYYY |

# Contacts

|  |  |
| --- | --- |
| **Course Instructor(s)** | [Instructor Name] |
| **Contact Details** | [Include any and all contact information you are willing to have students use. If you have a preferred mode, state it. For example, do you accept email inquiries? What is your typical response time?] |
| **Office Location** | [Building & Room Number] |
| **Office Hours** | [Do you have set office hours or can students make appointments? Do you hold “office hours” online? If so, how do students access you?] |
| **\*Other Instructional Staff\*** | \***Teaching Assistant:** Name/contact info here. If others lead face-to-face components such as tutorials or labs, let students know that they will meet them and be introduced in those sessions. If so, do you want to identify them and provide contact information to students or have inquiries come to you? \*\***Other Program Contacts:** Name, Role, Contact Info\* [If others lead face-to-face components such as tutorials or labs, let students know that they will meet them and be introduced in those sessions. Are others involved in marking homework? If so, do you want to identify them and provide contact information to students or have inquiries come to you?] |

# \*Instructor Bio\*

\***Name, Credentials, Faculty**
You may wish to include your department/faculty/school and other information about your academic qualifications, interests, etc.\*

# Course Description

[You can use the published course description from the [Academic Calendar](http://www.calendar.ubc.ca/vancouver/) or for courses without a published description, a brief representative one.]

[You can also include a short description of how your classes are structured: Do you use traditional lecturing? Do you provide notes (outlines)? Do you combine on-line and in-class activity?]

**Prerequisite(s):** [List here, or leave as None]

**Corequisite(s):** [List here, or leave as None]

# Learning Outcomes

[Tell students from their perspective what changes will occur in their knowledge, skills, or attitudes during the course. Often phrased as bullet points following a statement such as, “At the end of this course you will be able to…”. These course level Learning Outcomes should be linked to assessments.]

# Learning Materials

[A detailed list of required learning materials for your course that students will need to obtain themselves, and where they can be obtained (e.g., the Bookstore if you ordered a text or a reading package, your department office if an in-house resource is available). If you have an extensive list or bibliography of academic articles, web resources, or videos, consider placing this at the end of this document, or your chosen online platform.

You are expected to provide students with at least an estimate of the costs of materials. You are not responsible for exact costs for materials but when there are potentially “hidden” costs, such as for problem sets or quizzes that are available only from a textbook vendor, then students should be informed. You can link to the Bookstore (<https://shop.bookstore.ubc.ca/courselistbuilder.aspx>) if that is a source.

Explanation of any on-line platforms used (e.g., Canvas).]

# Learning Activities

[Describe how expect students to participate in class? In what ways? (e.g., case studies, using “clickers” to answer questions, working in small groups, etc.) Is participation in on-line discussions required? Are readings required in advance with answers to be submitted to discussion questions or problem sets? Is an oral presentation required? Is there a field excursion?]

# Assessments

[State if the course is pass/fail or graded on numeric (percentage) basis. Identify the various ways you will assess achievement of stated learning outcomes, when each will occur, and the weighting of each component in the final grade. A table works well to present this information.]

|  |  |
| --- | --- |
| **Assessment** | **Weight (%)** |
|  |  |
|  |  |
|  |  |

[Brief overviews of each specific Assessment can be provided to students with description of what each task entails]

[In accordance with policy on [Grading Practices](http://www.calendar.ubc.ca/vancouver/index.cfm?tree=3,42,0,0), state how you deal with missed in-class assessments (e.g., are make-up tests offered for missed in-class tests, do you count the best X of Y assignments/tests, do you re-weight the marks from a missed test onto later assessments? What are the penalties for late assignments? State your policies on re-grading of marked work and on late submissions.]

# Schedule

[This may be a weekly schedule, it may be class by class, but let students know that if changes occur, they will be informed. A table format often works well for this information.]

|  |  |  |
| --- | --- | --- |
| **Date(s)** | **Modules/Weeks/ Units or Topics** | \*Other information, for example, guest lecturers can be listed here\* |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |

# Faculty Resources

The Faculty of Education has a number of resources to support learning. These are available [here](https://educ.ubc.ca/students/student-resources/) (<https://educ.ubc.ca/students/student-resources/>).

\*If your course or program has other learning resources (physical or virtual), inform your students here. Who will students encounter there? Are the staff knowledgeable about this course? \*

# University Policies

UBC provides resources to support student learning and to maintain healthy lifestyles but recognizes that sometimes crises arise and so there are additional resources to access including those for survivors of sexual violence. UBC values respect for the person and ideas of all members of the academic community. Harassment and discrimination are not tolerated nor is suppression of academic freedom. UBC provides appropriate accommodation for students with disabilities and for religious and cultural observances. UBC values academic honesty and students are expected to acknowledge the ideas generated by others and to uphold the highest academic standards in all of their actions. Details of the policies and how to access support are available [here](file:///Users/monagleason/Desktop/here) (<https://senate.ubc.ca/policies-resources-support-student-success>).

# Course Policies

Please make sure you are familiar with the academic policies and procedures.

**Academic Integrity**

Students are expected to follow UBC policies for academic integrity and academic misconduct, which includes practices around plagiarism, referencing and citation, and copyright. For more see, UBC's Learning Commons Academic Integrity resources (<https://learningcommons.ubc.ca/academic-integrity/>).

**Accessibility**

If you have any challenges accessing materials that will impact your success in this course, UBC’s Centre for Accessibility can support your needs by providing appropriate accommodations to support you.

* Web: UBC’s Centre for Accessibility website (<https://students.ubc.ca/about-student-services/centre-for-accessibility>)
* Email: accessibility@ubc.ca

**\*Learning Analytics\***
Some of the learning technologies used for this course collect data to support the improvement of teaching and learning, including overall class progress to provide personalized feedback, statistics on which resources are being accessed to support improvements to the course and tracking participation in discussion forums. To learn more about learning analytics at the Faculty of Education and at UBC, see the *What are Learning Analytics?* (<https://ets.educ.ubc.ca/learning-analytics/students/>) page.\*

**\*Copyright\***

\*All materials of this course (course handouts, lecture slides, assessments, course readings, etc.) are the intellectual property of the Course Instructor or licensed to be used in this course by the copyright owner. Redistribution of these materials by any means without permission of the copyright holder(s) constitutes a breach of copyright and may lead to academic discipline.

State whether or not you permit students to record your classes. \*

\***Additional Policy Name**\*

\*State policy here or provide a link. \*