**Syllabus Requirements and Recommended Template**

*Academic Planning and Assessment, Updated August 16, 2024*

# Syllabus Requirements

In accordance with the regulations laid out in the [GW Faculty Handbook,](https://provost.gwu.edu/sites/g/files/zaxdzs626/f/downloads/Resources/GW_Faculty_Handbook-Final-Approved20150410.pdf) updated April 2015, Section 2.7.3.4\*, the syllabus for all proposed courses should include the following:

1. Course prerequisites, if any.
2. Learning outcomes that state descriptions of behaviors or skills that students will be able to demonstrate at the end of the course or unit. See [assessment.gwu.edu/course-assessment](https://assessment.gwu.edu/course-assessment).
3. Average amount of direct instruction or guided interaction with the instructor and average minimum amount of independent (out-of-class) learning expected per week.
4. Required textbooks and/or other materials and recommended readings.
5. Week-by-week schedule of topics to be presented.
6. Description of assignments and other course assessments that delineate how student performance will be evaluated.
7. Statement regarding the GW Academic Integrity Code.
8. Statement regarding the University policy on observance of religious holidays.
9. Statement regarding the use of electronic course materials and class recordings.
10. Information regarding Academic Commons and the GW Writing Center.
11. Information regarding Disability Support Services.
12. Information regarding the Student Health Center (medical, counseling**/**psychological, and psychiatric services)
13. GW campus emergency information.

\*See text below.

**Remote, online, and hybrid course syllabi should include the following additional information:**

1. Instructions for getting started and where to find various course components.
2. Minimum technology requirements for participation in the course.
3. Provide link to student support (e.g., technical requirements and support, student services, obtaining a GWorld card, and state contact information) at [online.gwu.edu/student-support](https://online.gwu.edu/student-support)
4. Information regarding the accessibility of all technologies required in the course.
5. Requirements for accessing and participating in the course (e.g., requisite skills for using technology tools and software applications, and computer equipment requirements such as webcam, microphone, and software).

\*The Faculty Handbook is available from the Office of the Provost at [provost.gwu.edu/policies-procedures-and-guidelines](http://provost.gwu.edu/policies-procedures-and-guidelines).

# Recommended Syllabus Template

## Course and contact information:

Course: [department, course number, and title]
Semester: [semester, year]
Meeting time: [day(s) of the week and class start and finish times]

Location: [building, room (if relevant)

##  Instructor:

Name:
Campus address:
Phone:

GW E-mail:

Remote office hours:

**Course prerequisites, if any:**

[List all prerequisite courses using departmental code and course number. In addition, list specific skills, knowledge, credits completed, and the like, if applicable.]

## Learning outcomes that state descriptions of behaviors or skills that students will be able to demonstrate at the end of the course or unit:

## [Ensure that the learning outcomes are appropriate to the level for which the course is designed. Avoid verbs like “understand” or “know;” instead, use verbs such as analyze, synthesize, apply, and evaluate. See [assessment.gwu.edu/course-assessment](https://assessment.gwu.edu/course-assessment)]

“As a result of completing this course, students will be able to:

1.

2.

3. [etc.]”

**Average amount of direct instruction or guided interaction with the instructor and average minimum amount of independent (out-of-class) learning expected per week:**

[The following guidance pertains to courses taught in a traditional 15-week semester, regardless of modality. For all course delivery types (on-campus, remote, online, and hybrid) taught on different schedules, the number of minutes per week of direct instruction and independent learning should be adjusted to ensure that the total combined effort fulfills the same minimum total requirements for direct instruction and estimated independent (out-of-class) learning.

Note that the amount of both direct instruction and independent learning should be included in this statement.

## *On-campus courses*—Use the following formula to calculate the average minimum amount of independent learning expected per week for inclusion on the syllabus: for each credit, students are expected to spend a minimum of 100 minutes in independent learning for every 50 minutes of direct instruction for a minimum total of 2.5 hours per week or 37.5 hours for the semester. A 3-credit course, for example, would include 2.5 hours of direct instruction and a minimum of 5 hours of independent learning per week for a combined minimum total of 7.5 hours per week or 112.5 hours per semester. See [Assignment of Credit Hour Policy](http://provost.gwu.edu/policies-procedures-and-guidelines) for more information.

## *Remote and hybrid courses*—For remote, online, and hybrid courses, the distribution of direct and independent learning minutes may vary; however, it is expected that courses will include significant synchronous elements, whereby students are engaging with the faculty member either through course discussions or lectures. For each course credit, students are expected to spend a minimum total of 2.5 hours per week of combined direct instruction and independent learning for a total of 37.5 hours in a 15-week semester.

*Courses with irregular class meetings*—For courses that might not meet on a weekly basis, such as research and independent study courses and internships, the distribution of direct and independent learning minutes may vary. For each credit, students are expected to spend an average total of 2.5 hours per week of combined direct and independent learning for a total of 37.5 hours in a 15-week semester.]

## [Course workload estimator](https://cat.wfu.edu/resources/tools/estimator2/): Faculty may wish to use the “course workload estimator” developed by Rice University. This tool allows the user to estimate how much time to allot for different types of reading assignments.

## Required textbooks and/or other materials and recommended readings:

## [List all required textbooks, workbooks, websites, etc.

List all recommended or supplemental course learning materials

Clearly identify which materials are required, recommended, or supplemental]

|  |  |  |
| --- | --- | --- |
| Author | Title | Edition |
|  |  |  |
|  |  |  |

**Week-by-week schedule of topics to be presented and scheduling of final examinations:**

[The class schedule should be a detailed breakdown of topics to be covered, course assignments and due dates, and required and recommended reading by class session or module.

GW’s regular fall and spring semesters are 15 weeks in length. All 15 weeks must be accounted for on the class schedule. The class schedule should include 14 weeks of instruction with the 15th week dedicated to the final. No student break day or period that appears on the academic calendar may be used or counted as a class session. See [bulletin.gwu.edu/academic-calendar/](http://bulletin.gwu.edu/academic-calendar/)

|  |  |  |
| --- | --- | --- |
| Date | Topic(s) and readings | Assignment(s) due |
|  |  |  |
|  |  |  |

**Scheduling of final examinations:**

Final examinations, which include any type of end-of-semester examination, are to be administered as week 15 of a 15-week semester and only during the regularly scheduled examination period. To provide students maximum opportunity to study and review material covered during the semester, and to ensure 15 weeks of instruction, final examinations may not be administered during regularly scheduled class sessions, on class make-up days, or during the reading period.

Any type of end-of-semester paper, report, or take-home examination submitted in lieu of a final examination is acceptable and should be due during the examination period.

If no final examination is scheduled, faculty should make a reasonable determination of whether their course conforms to GW’s assignment of credit hour policy, which assumes that students spend, over the course of 15 weeks, a minimum of 37.5 hours of direct learning and out-of-class work for each credit.

# For more information see [Administration of Final Examinations During the Examination Period](http://provost.gwu.edu/administration-final-examinations-during-examination-period).

**Assignments**

[A detailed breakdown of course assignments and due dates by lesson module. Include assignment descriptions, method of assessment/evaluation, and point value.]

|  |  |  |
| --- | --- | --- |
| Assignment | Description | Total Points |
|  |  |  |
|  | Total Possible Points |  |

**Grading**

List what will be counted and percentages. [For example:

* midterm exam (\_\_%)
* paper (\_\_%)
* final exam (\_\_%)
* class participation/attendance (\_\_%)]

# University policies

**Academic Integrity Code**

Academic integrity is an essential part of the educational process, and all members of the GW community take these matters very seriously. As the instructor of record for this course, my role is to provide clear expectations and uphold them in all assessments. Violations of academic integrity occur when students fail to cite research sources properly, engage in unauthorized collaboration, falsify data, and otherwise violate the [Code of Academic Integrity](https://studentconduct.gwu.edu/code-academic-integrity). If you have any questions about whether particular academic practices or resources are permitted, you should ask me for clarification. If you are reported for an academic integrity violation, you should contact Conflict Education and Student Accountability (CESA), formerly known as Student Rights and Responsibilities (SRR), to learn more about your rights and options in the process. Consequences can range from failure of assignment to expulsion from the University and may include a transcript notation. For more information, refer to the CESA website at students.gwu.edu/code-academic-integrity or contact CESA by email cesa@gwu.edu or phone 202-994-6757.

# University policy on observance of religious holidays

Students must notify faculty during the first week of the semester in which they are enrolled in the course, or as early as possible, but no later than three weeks prior to the absence, of their intention to be absent from class on their day(s) of religious observance. If the holiday falls within the first three weeks of class, the student must inform faculty in the first week of the semester. For details and policy, see [provost.gwu.edu/policies-procedures-and-guidelines](http://provost.gwu.edu/policies-procedures-and-guidelines).

# Use of Electronic Course Materials and Class Recordings

# Students are encouraged to use electronic course materials, including recorded class sessions, for private personal use in connection with their academic program of study. Electronic course materials and recorded class sessions should not be shared or used for non-course related purposes unless express permission has been granted by the instructor. Students who impermissibly share any electronic course materials are subject to discipline under the Student Code of Conduct. Contact the instructor if you have questions regarding what constitutes permissible or impermissible use of electronic course materials and/or recorded class sessions. Contact Disability Support Services at [disabilitysupport.gwu.edu](https://disabilitysupport.gwu.edu/) if you have questions or need assistance in accessing electronic course materials.

**Academic support**

# Academic Commons

[Academic Commons](https://academiccommons.gwu.edu/) is the central location for academic support resources for GW students. To schedule a peer tutoring session for a variety of courses visit [go.gwu.edu/tutoring](http://go.gwu.edu/tutoring). Visit [academiccommons.gwu.edu](http://academiccommons.gwu.edu/) for study skills tips, finding help with research, and connecting with other campus resources. For questions email academiccommons@gwu.edu.

**GW Writing Center**

# GW Writing Center cultivates confident writers in the University community by facilitating collaborative, critical, and inclusive conversations at all stages of the writing process. Working alongside peer mentors, writers develop strategies to write independently in academic and public settings. Appointments can be booked online at [gwu.mywconline](https://gwu.mywconline.com/).

# Support for students in and outside the classroom

## Disability Support Services (DSS) 202-994-8250

Any student who may need an accommodation based on the potential impact of a disability should contact Disability Support Services at [disabilitysupport.gwu.edu](https://disabilitysupport.gwu.edu/) to establish eligibility and to coordinate reasonable accommodations.

# Student Health Center 202-994-5300, 24/7

# The Student Health Center (SHC) offers [medical](https://healthcenter.gwu.edu/medical-services), [counseling/psychological](https://healthcenter.gwu.edu/counseling-and-psychological-services), and [psychiatric](https://healthcenter.gwu.edu/psychiatric-services) services to GW students. More information about the SHC is available at [healthcenter.gwu.edu](file:///C%3A%5CUsers%5CGina%5CDocuments%5Csyllabus_template%5Chealthcenter.gwu.edu). Students experiencing a medical or mental health emergency on campus should contact GW Emergency Services at 202-994-6111, or off campus at 911.

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**GW Campus Emergency Information**

GW Emergency Services: 202-994-6111

For situation-specific instructions, refer to [GW’s Emergency Procedures guide](https://safety.gwu.edu/emergency-response-handbook).

**GW Alert**

GW Alert is an emergency notification system that sends alerts to the GW community. GW requests students, faculty, and staff maintain current contact information by logging on to [alert.gwu.edu](https://alert.gwu.edu/). Alerts are sent via email, text, social media, and other means, including the Guardian app. The Guardian app is a safety app that allows you to communicate quickly with GW Emergency Services, 911, and other resources. Learn more at [safety.gwu.edu](https://safety.gwu.edu/gw-alert-instructions).

**Protective Actions**

GW prescribes four protective actions that can be issued by university officials depending on the type of emergency. All GW community members are expected to follow directions according to the specified protective action. The protective actions are Shelter, Evacuate, Secure, and Lockdown (details below). Learn more at [safety.gwu.edu/gw-standard-emergency-statuses](https://safety.gwu.edu/gw-standard-emergency-statuses).

**Shelter**

* Protection from a specific hazard
* The hazard could be a tornado, earthquake, hazardous material spill, or other environmental emergency.
* Specific safety guidance will be shared on a case-by-case basis.

**Action**:

* Follow safety guidance for the hazard.

**Evacuate**

* Need to move people from one location to another.
* Students and staff should be prepared to follow specific instructions given by first responders and University officials.

**Action**:

* Evacuate to a designated location.
* Leave belongings behind.
* Follow additional instructions from first responders.

**Secure**

* Threat or hazard outside of buildings or around campus.
* Increased security, secured building perimeter, increased situational awareness, and restricted access to entry doors.

**Action**:

* Go inside and stay inside.
* Activities inside may continue.

**Lockdown**

* Threat or hazard with the potential to impact individuals inside buildings.
* Room-based protocol that requires locking interior doors, turning off lights, and staying out of sight of corridor window.

**Action**:

* Locks, lights, out of sight
* Consider Run, Hide, Fight
* **Classroom emergency lockdown buttons**Some classrooms have been equipped with classroom emergency lockdown buttons. If the button is pushed, GWorld Card access to the room will be disabled, and GW Dispatch will be alerted. The door must be manually closed if it is not closed when the button is pushed. Anyone in the classroom will be able to exit, but no one will be able to get in.