# How to Use This Template

The syllabus template below was created by the [University of Mississippi’s Center for Excellence in Teaching and Learning](https://olemiss.edu/cetl/). It includes suggested language for a range of course policies as well as information on relevant university requirements and links to external resources. It has been designed with in-person classes in mind, though some of it will apply to online course as well. If you are teaching online, we invite you to consult the resources available through UM’s [Academic Outreach](https://www.outreach.olemiss.edu/academic-outreach/index.html).

You can use the following key to navigate the information in this document:

**Recommendation:** In blue sections marked “Recommendation,” you’ll find CETL’s advice for each portion of the syllabus.

**Policy:** In red sections marked “Policy,” you’ll find relevant information about legal or institutional requirements.

**External Resource:** In boxes like these you’ll find [links to external resources that may help you as you craft your syllabus.](https://www-chronicle-com.umiss.idm.oclc.org/interactives/advice-syllabus)

*Italicized text indicates suggested language you can use for your syllabus. [Text in brackets indicates sections where you can write in syllabus language that is particular to your course.]*

As you work through the template and finalize your syllabus, you can delete the blue, red, and white boxes, along with this cover page and the following table of contents page, leaving only the headings and syllabus text. We suggest removing the italics from that text as well.

Please modify the syllabus template as you see fit and include *only the elements and policies that you and your students most need*. While some syllabus components are required, others are optional. Moreover, the language for each policy is only suggested. We encourage you to make the policies more specific and to alter the language to fit the needs of your course and teaching style. You may also choose to reorder the components of the syllabus to emphasize specific policies.

The template is constructed to be as accessible as possible. As you generate your own syllabus, we encourage you to consult the web and document design resources at <https://accessibility.olemiss.edu/> and the [Course Accessibility Checklist](https://accessibility.olemiss.edu/home/accessibility-in-academia/course-accessibility-checklist/) to ensure that your students have equitable access to your course information and policies.

If you’d like additional support in designing your course or syllabus, we invite you to [request a teaching consultation by filling out this form](https://airtable.com/appOQfoS4FjmyZPko/shrvMQywxuAOzaORy?prefill_Service=Consultation&hide_Service=true).

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[Course Title]

[Term, Class Days and Times, Meeting Location]

# Course Information

[**Instructor’s name** and pronouns (You may also wish to include a parenthetical that clarifies how students should refer to you. For example, *You may call me Professor X.*)]

**Office:** [Include your office location here.]

**Office Hours:** [Include the time of your office hours here. Some instructors choose to call these “student hours” to encourage students to take advantage of them.]

**Email:** [In addition to providing your email address, you might also consider a statement about when students can expect to communicate with you. For example, *I respond to emails on weekdays, and in a typical week you can expect a reply from me within 24-48 hours.*]

## Course Description

**Recommendation:** This portion of the syllabus should describe the course’s subject matter, significance, course-level, and prerequisites. Course descriptions might take a number of forms, and the course description you include in your syllabus may be more student-centered than the one in the course catalog. To invite students into the course, we suggest…

* Beginning with a big idea or interesting question that encapsulates the content of your course
* Including brief description of the primary course content and objectives
* Indicating what assignments and activities students can expect
* Outlining the course’s significance to students
* Noting any prior knowledge or prerequisites necessary for success in the course
* Using motivational language (“you will have the opportunity to...” or “we will…” as opposed to “students will be expected to…”)

[Describe the course here.]

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**External Resource:** To get started, you might consider answering the questions in this [course description resource from Carnegie Mellon’s Eberly Center for Teaching Excellence and Educational Innovation.](https://www.cmu.edu/teaching/designteach/syllabus/checklist/coursedescription.html)

## Course Learning Outcomes

**Recommendation:** Student learning outcomes at the individual course level are specific statements that describe what students are expected to know and be able to do by the end of the course. We recommend that you list 3-5 learning outcomes for your course that begin with active verbs and represent specific, measurable goals for student learning.

*By the end of this course, you will be able to…*

* [Outcome 1]
* [Outcome 2]
* [Outcome 3]
* [Outcome 4]
* [Outcome 5]

**Policy:** To receive graduate level credit for a course, the breadth and depth of the learning experience must be greater than for undergraduate credit. This is both a SACSCOC criterion and UM Graduate School policy. 500-level courses having both undergraduate and graduate enrollees require an explanation of the different requirements and learning objectives for the two levels of students. The syllabus must clearly explain the different expectations for graduate and undergraduate students concerning course content, assignments, individual projects, grading policy, and any other relevant requirements.

**External Resource:** For additional guidance, see this [learning objectives resource from Iowa State University’s Center for Excellence in Learning and Teaching.](https://www.celt.iastate.edu/instructional-strategies/preparing-to-teach/tips-on-writing-course-goalslearning-outcomes-and-measureable-learning-objectives/) For more sample objectives, see this [learning goals resource from Stanford University.](https://evals.stanford.edu/end-term-feedback/how-write-learning-goals)

## Course Texts and Materials

[List any required course texts or materials here. You might also consider including guidance for where and how students can access any required materials and what they should do if obtaining the materials presents a financial challenge.]

## Major Assignments

[List (and briefly describe) the major assignments here.]

## Course Grading

**Recommendation:** This section should clarify how students will be assessed, showing how major assignments factor into the final grade and how that grade will be calculated. Many instructors choose to use a grading scale like the one below. Others choose non-traditional grading schemes in which student grades do not depend on weighted averages. (For more on alternative grading, see the External Resource box below.)

In addition to basic information about assessment in the course, we recommend that you state a policy for late work, make-up work, and extra credit, if applicable, either within this section or within your course policies.

**Policy:** For more information on institutional requirements, see the university policy on [Credits and Grades](https://policies.olemiss.edu/ShowDetails.jsp?istatPara=1&policyObjidPara=10647554).

**Assessments:**

[Assignment 1 xx%]

[Assignment 2 xx%]

[Test 1 xx%]

[Test 2 xx%]

[Daily Assignments xx%]

[Participation xx%]

**Grading scale:**

A [Point range or criteria required for an A]

A- [Point range or criteria required for an A-]

B+ [Point range or criteria required for a B+]

B [Point range or criteria required for a B]

B- [Point range or criteria required for a B-]

C+ [Point range or criteria required for a C+]

C [Point range or criteria required for a C]

C- [Point range or criteria required for a C-]

D [Point range or criteria required for a D]

F [Point range or criteria required for an F]

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**External Resource:** For more information, see this [guide to assessment from Vanderbilt University’s Center for Teaching](https://cft.vanderbilt.edu/student-assessment-in-teaching-and-learning/). For information on non-traditional grading, see this [guide to alternative assessment strategies from Duke University’s Learning Innovation](https://learninginnovation.duke.edu/resources/art-and-science-of-teaching/design-and-grade-course-work/alternative-strategies-for-assessment-and-grading/).

# Course Policies

This section includes information and suggested language for both required and optional policies. Instructors are **required** to include policies related to…

* Attendance
* Disability Access and Inclusion

Instructors may also wish to include the following **optional** policies:

* Class Participation / Engagement
* Academic Integrity
* Use of Generative Artificial Intelligence
* Diversity, Equity, and Inclusion
* Classroom Environment
* Student Wellbeing
* Technology in the Classroom

We encourage you to include the policies that are most relevant to your context and to cut or alter the suggested language as you see fit. While it’s important to include all the relevant course information, keep in mind that too much text can overwhelm students.

## Attendance

**Policy:** According to university policy, instructors are “expected to articulate and inform students in writing via a course syllabus, on or before the first meeting of each course, about specific class attendance requirements.” You can review this and other institution-specific recommendations in UM’s [Guidelines for Attendance Policies](https://policies.olemiss.edu/ShowDetails.jsp?istatPara=1&policyObjidPara=11527112).

**Recommendation:** The best attendance policy is the one that best promotes learning in the course. We encourage you to explicitly state your policy, clearly outline any consequences for class absences, and explain to students the rationale behind these decisions. You might also include a note on tardiness in this section.

As you craft your attendance policy, keep in mind that you may have students with chronic illnesses, disabilities, religious requirements, university obligations, or other circumstances that necessitate several absences. Consider what flexibility you can provide these students while facilitating a high level of learning for all students and maintaining boundaries around your own time. This difficult balance will look different for every course and instructor. Some suggested language is below—please choose the specific phrases and formats that work best for your context.

*The activities we do during class are essential to your learning in this course, so you should make every effort to attend all class meetings and to arrive to class on time. I recognize, however, that illness, personal emergencies, university obligations, religious observances, and other circumstances may sometimes cause you to be late to class or prevent your attendance entirely.*

*I have the following expectations for attendance: […]*

*I build flexibility into the attendance requirement by […]*

*Your attendance will be evaluated in the following way: […]*

*Excessive/unexcused absences, defined as […], will result in […].*

*If you anticipate problems with your attendance, please contact me so we can make a plan to support your learning.*

**External Resource:** For more on creating an effective policy, along with sample language, consult this [attendance resource from the University of Colorado Boulder’s Center for Teaching and Learning](https://www.colorado.edu/center/teaching-learning/teaching-resources/attendance-policies).

**Policy:** The university requires students to attend the first meeting of every course for which they are registered, unless they obtain prior departmental approval. Without such approval, a student who is absent from the first class meeting may be dropped from that class by the dean of the school or college with the responsibility for the course. You can review this and other institution-specific recommendations in UM’s [Guidelines for Attendance Policies](https://policies.olemiss.edu/ShowDetails.jsp?istatPara=1&policyObjidPara=11527112).

The University also requires instructors to verify the attendance/participation of students in all courses within the first two weeks of the semester (and within a comparable time period for half terms and intersessions). [You can read more about attendance verification at this link.](https://common.olemiss.edu/docs/attendance.html)

You may wish to outline not only your expectations for attendance but also university-specific requirements, including a statement of how and when the attendance verification will be performed. Some suggested language is below.

*Please be aware that the university requires students to attend the first meeting of every course for which they are registered, unless they obtain prior departmental approval. Without such approval, a student who is absent from the first class meeting may be dropped from that class.*

*The university also requires instructors to verify the attendance of each student during the first two weeks of the term. I will conduct attendance verification by […].*

*If you have concerns about your attendance and course enrollment in the first weeks of class, I encourage you to contact me as soon as possible.*

## Disability Access and Inclusion Policy

**Policy:** In accordance with the ADA, instructors are required to include a statement on the course syllabus that addresses accommodations and access for students with disabilities. The statement below has been developed by Student Disability Services, and approved by the Provost’s office, for use on course syllabi.

**Recommendation:** A Disability Access and Inclusion Policy should signal to students that you are committed to inclusion and equity, invite conversations about students’ access needs, and share resources for disabled students, including information about Student Disability Services and their accommodations process.

In view of these goals, some instructors choose to adopt the university statement below and add material that emphasizes the instructor’s commitment to accessibility. You may wish to recognize, for example, that some students have difficulty accessing diagnostic services for disability, do not want to disclose or document their disability with the university, or have disabilities that change over time, and reiterate your commitment to supporting student learning regardless of students’ disability statuses.

*The University of Mississippi is committed to the creation of inclusive learning environments for all students. If there are aspects of the instruction or design of this course that result in barriers to your full inclusion and participation, or to accurate assessment of your achievement, please contact the course instructor as soon as possible. Barriers may include, but are not necessarily limited to, timed exams and in-class assignments, difficulty with the acquisition of lecture content, inaccessible web content, and the use of non-captioned or non-transcribed video and audio files. If you are registered with SDS, you must log in to your Rebel Access portal at*[*rebel-access-portal*](https://sds.olemiss.edu/rebel-access-portal)*to request approved accommodations. If you are NOT registered with SDS, you must complete the process to become registered. To begin that process, please visit our website at*[*apply-for-services*](https://sds.olemiss.edu/apply-for-services)*. SDS will:*

1. *Complete a comprehensive review to determine your eligibility for accommodations,*
2. *If approved, disseminate to your instructors a Faculty Notification Letter,*
3. *Facilitate the removal of barriers, and*
4. *Ensure you have equal access to the same opportunities for success that are available to all students.*

*If you have questions, contact SDS at 662-915-7128 or****sds@olemiss.edu****.*

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**External Resource:** For more on accessibility policies, along with sample language, visit this [Accessible Syllabus resource](https://www.accessiblesyllabus.com/policy/) or consult the [suggested practices for syllabus accessibility statements from Shannon Madden and Tara Wood](https://disabilityrhetoric.files.wordpress.com/2012/03/suggested-practices-for-syllabus-accessibility-statements-wood-and-madden.docx).

## Class Participation / Engagement

**Recommendation:** Your participation or engagement statement should provide specific information about what constitutes acceptable engagement and state your criteria for assessing it. Verbal contribution to class discussion is normally an important part of the participation policy for discussion-based courses. You might also consider outlining other kinds of engagement that you value and incentivizing a range of behaviors that promote learning in the course.

*Because active participation in the course is one of the most important ways to learn, you will be assessed on your class engagement. Engagement looks a little different for everyone, but in general, an engaged student will come to class prepared, contribute regularly to class activities or discussions, listen attentively to peers and the instructor, stay on-task during class, complete their work in a timely manner, and reach out to the instructor if they have questions or start to fall behind. If you anticipate any barriers to your full engagement in the course, I encourage you to contact me so we can strategize about how you can best fulfill the course requirements.*

*Engagement will be assessed in the following way: […]*

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**External Resource:** For more policy examples, see this [class participation resource from Carnegie Mellon’s Eberly Center](https://www.cmu.edu/teaching/designteach/syllabus/checklist/participationpolicy.html).

## Academic Integrity

**Recommendation:** Your Academic Integrity policy should clarify what academic dishonesty and plagiarism means or looks like in the context of your course and assignments; clearly outline potential consequences for academic dishonesty; and introduce any resources that might help students understand the policy and avoid violating it.

*According to institutional policy, ‘[t]he University is conducted on a basis of common honesty. Dishonesty, cheating, or plagiarism, or knowingly furnishing false information to the University are regarded as particularly serious offenses.’ We share a responsibility to maintain academic integrity in our work and will follow the procedures outlined in the* [*Academic Conduct and Discipline Policy*](https://policies.olemiss.edu/ShowDetails.jsp?istatPara=1&policyObjidPara=10817696&accessPara=null) *and the* [*M Book*](https://olemiss.edu/info/mbook/) *for any instance of academic misconduct.*

*You can act with academic integrity in this class by […]. If you have questions about academic integrity, I encourage you to contact me or to consult [this discipline-specific resource].*

## Use of Generative Artificial Intelligence

**Policy:** Every instructor may determine for their own class what uses of generative artificial intelligence are permissible and what uses constitute academic dishonesty as outlined in the [Academic Conduct and Discipline Policy](https://policies.olemiss.edu/ShowDetails.jsp?istatPara=1&policyObjidPara=10817696&accessPara=null). Instructors should be as clear as possible in their syllabi, and in speaking with their classes, about how students may or may not use generative AI in their work.

**Recommendation:** Depending on your context, generative AI may serve as a learning tool or as an obstacle in helping students reach your course goals. Since every instructor will take a different approach, the suggested language below is designed to provide a starting point for a range of attitudes toward AI use. Please choose the specific phrases and formats that work best for your context.

As you craft your policy, please keep in mind that students will increasingly encounter generative AI in a variety of programs and use cases beyond text generation. Chatbots like OpenAI’s ChatGPT and Microsoft’s Copilot may be used for coding or image generation, in addition to text generation; AI reading assistants can paraphrase, extract data from, and answer questions about assigned texts; AI lecture capture programs can be used to record and transcribe notes; AI research tools can summarize and integrate evidence; AI feedback tools can provide commentary on student work and automate peer review. Consider incorporating flexibility into your guidelines to account for this range of tools and for rapid, ongoing developments in AI technologies.

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Please be aware that the university has activated Blackboard Ultra’s AI Assistant. This tool allows faculty to build instructional materials using generative AI directly into the LMS. Students and faculty also have access to Microsoft’s Copilot AI, with data protection.

Please be aware, too, that AI detection tools are unreliable, and use of AI detection software, which is not FERPA-protected, may violate students’ privacy or intellectual property rights. Because student use of generative AI may be unprovable, we recommend that instructors take a proactive rather than reactive approach to potential academic dishonesty by crafting assignments with AI capabilities in mind; breaking large assignments into a series of smaller tasks, perhaps with some work taking place during class time; asking students to document and reflect on their processes for completing assignments; and creating assignments, policies, and grading schemes that reduce stress and enhance student motivation. CETL is happy to consult with you on any of these practices at any time.

**Use of Generative AI Permitted (with or without limitations)**

*Generative AI refers to artificial intelligence technologies, like ChatGPT or other tools, that can draw on a large corpus of training data to create new written, visual, or audio content. AI can support your learning in this course by [e.g., helping you brainstorm assignment topics or approaches, helping you consider alternate points of view, generating images for use in presentations, polishing your spelling and grammar, etc.]. It can hinder your learning by [e.g., generating ideas for you before you have had a chance to think of your own ideas; inhibiting the development of your writing skills; generating factually inaccurate statements or fictional reference sources; etc.].*

*You may [or may not] use the following tools: [e.g., OpenAI’s ChatGPT, Google’s Gemini, Microsoft’s Copilot, Anthropic’s Claude, SciSpace, ExplainPaper, Unriddle, Synthesia, HeyGen, Adobe Firefly, Midjourney, Fermat, Wordtune, Elicit, Grammarly, etc.]*

*You may [or may not] use AI tools in the following ways: [e.g., for brainstorming or idea generation; for developing research questions; for planning work on assignments; for locating possible sources; for generating outlines; for generating sentences; for generating paragraphs; for generating counterarguments; for getting feedback on your work; for editing and proofreading; for summarizing readings; for clarifying passages from readings; for transcribing lectures; for taking notes on class discussions; for writing computer code; for generating images for presentations; for visualizing data sets; for producing videos; for generating voiceovers for videos; for checking your work on problem sets; etc.]*

*You may [or may not] use AI tools on the following assignments: [...]*

*If you use an AI tool to complete an assignment, please disclose your use of it by [e.g.,* [*citing the tool*](https://guides.lib.purdue.edu/c.php?g=1371380&p=10135074)*; identifying which elements of the assignment were created using generative AI; noting how you used the tool; writing a brief reflection on how AI affected your process; etc.]*

*Please know that you are responsible for the work you submit for this course, whether or not you use AI tools in the creation of that work. This means, among other things, that you should check the accuracy of what you submit and be aware of potential biases in your work.*

*If you’re unsure about whether or not a specific tool makes use of AI or is permitted for use on assignments in this course, please contact me. Given how fast these tools are changing, it’s perfectly okay to ask what use is acceptable and what use isn’t. While you may use AI tools to enhance your learning in this course, please bear in mind that instructors for other courses will have different policies.*

**Use of Generative AI Not Permitted**

*Generative AI refers to artificial intelligence technologies, like ChatGPT or other tools, that can draw on a large corpus of training data to create new written, visual, or audio content. In this course, we’ll be developing skills that are important to practice on your own. Because use of generative AI may inhibit the development of those skills, I ask that you refrain from employing AI tools in this course. Using such tools for any purposes, or attempting to pass off AI-generated work as your own, will violate our academic integrity policy. I treat potential academic integrity violations by [...]*

*If you’re unsure about whether or not a specific tool makes use of AI or is permitted for use on assignments in this course, please contact me. Given how fast these tools are changing, it’s perfectly okay to ask what use is acceptable and what use isn’t.*

**External Resources:** For information about the latest developments in generative AI and how those developments may affect teaching and learning, we recommend the [“Beyond ChatGPT” Substack series by UM’s own Marc Watkins](https://marcwatkins.substack.com/p/next-steps-for-the-beyond-chatgpt). You may also wish to explore the website of the [MLA-CCCC Joint Task Force on AI and Writing](https://aiandwriting.hcommons.org/), Harvard’s [AI Pedagogy Project](https://aipedagogy.org/assignments/), WAC’s [TextGenEd: Teaching Experiments Using Text Generating Technologies](https://wac.colostate.edu/repository/collections/textgened/), and [UVA’s Generative AI in Teaching and Learning](https://teaching.virginia.edu/galleries/generative-ai).

## Diversity, Equity, and Inclusion

**Recommendation:** A Diversity, Equity, and Inclusion statement illustrates your commitment to creating a class in which all students are welcomed, valued, and provided an equal opportunity to succeed. Your DEI statement should outline this commitment, discuss how you enact it in your class, and note where students should turn if they need further support.

Because a personalized statement is likely to be viewed more positively by students than a boilerplate one, we encourage you to make this statement specific to your discipline, course, and teaching practice by condensing or adding to it as necessary. If you would like additional guidance on how to personalize your DEI statement, please set up a consultation with us or reference the resources on crafting a DEI statement below.

*The University of Mississippi embraces its public flagship mission of inspiring and educating our diverse and vibrant community where all individuals are able to intellectually, socially, and culturally thrive through transformative experiences on our campus and beyond. In line with the Pathways to Equity Strategic Plan, I make the following commitments to diversity, equity, and inclusion in our classroom:*

* *Diversity is an affirmation of the intersecting individual, social, and organizational identities that make our community vibrant and transformational. I commit to embracing the full spectrum of diversity in this class, recognizing it as a resource, strength, and benefit to our shared learning experience.*
* *Equity is directly addressing the social, institutional, organizational and systemic barriers that prevent members of marginalized groups from thriving in our community. I commit to be both proactive and responsive in mitigating barriers to learning so that all members of our classroom community can reach their full potential.*
* *Inclusion is actively and intentionally creating a welcoming campus where all individuals feel they have a supportive and affirming space to learn, grow and engage. I commit to fostering a classroom environment that fully supports, values, and engages the intersectional identities of every student.*

*As your instructor, I enact these commitments by […].*

*Your success in this class is important to me. If there are aspects of this course that inhibit your belonging, and therefore your learning, I encourage you to contact me so we can develop strategies that support you as you work toward the course requirements. I also encourage you to explore campus resources related to diversity, equity, and inclusion.*

*[You may wish to list resources like* [*SDS*](https://sds.olemiss.edu/)*, the office of* [*Diversity and Community Engagement*](https://dce.olemiss.edu/)*, the* [*Center for Inclusion and Cross Cultural Engagement*](https://inclusion.olemiss.edu/)*, the* [*Sarah Isom Center*](https://sarahisomcenter.org/)*,* [*LGBTQIA+ Programming and Initiatives*](https://lgbtq.olemiss.edu/)*, the* [*Bias Education and Response Team*](https://dce.olemiss.edu/bert/)*, and* [*UMatter*](https://umatter.olemiss.edu/) *here or in the “Student Resources” section.]*

## Classroom Environment

**External Resource:** To further develop your DEI statement, you might consult the questions and sample statements in this [Diversity and Inclusion Syllabus Statement resource from Brown University’s Sheridan Center for Teaching and Learning](https://www.brown.edu/sheridan/teaching-learning-resources/inclusive-teaching/statements).

**Recommendation:** Classroom environment policies vary widely depending on the type of course they govern and the content of that course. They are common in discussion-based classes and courses that deal with sensitive subject matter, but we recommend a classroom environment statement for any course in which students interact extensively with each other.

The statement should outline your expectations for student behavior and interaction, how the class will cultivate and maintain a positive environment for learning, and how the class will respond to violations of the classroom environment policy. You might also consider involving students in creating or fleshing out this policy.

*In line with the Pathways to Equity Strategic Plan and* [*The Creed*](https://olemiss.edu/info/creed/)*, it is our responsibility to cultivate an environment that respects the dignity of each person, promotes fairness and civility, and welcomes diverse identities and perspectives. The classroom should be an inclusive space in which every student feels supported, challenged, and welcome to contribute to our collective learning. We will work to create this environment by […]*

*Violations of this policy may result in […]. Any student who engages in hostile behavior may be asked to leave the class.*

## Student Wellbeing

**External Resource:** For more sample language, see this [resource on Sample Syllabus Statements for Inclusive Excellence from the Center for Excellence in Teaching and Learning for Student Success at Appalachian State University](https://cetlss.appstate.edu/inclusive-excellence/inclusive-teaching-lab/inclusive-syllabus-framework/sample-syllabi-statements).

**Recommendation:** Your Student Wellbeing statement should assure students of your commitment to their wellbeing, provide information about what to do if they encounter a health issue or difficult life circumstance that impacts their participation in your class, and share any wellbeing-related resources they may need.

*Many college students struggle with physical and mental health issues as they navigate busy schedules, academic pressures, and difficult life transitions. Your wellbeing is important to me, and I encourage you to prioritize it. If a health issue or life circumstance of any kind is impacting your ability to succeed in this class, please don’t hesitate to contact me so we can make a plan to support your learning. I also encourage you to take advantage of campus and community resources that can help.*

*[You may wish to list student wellbeing resources like the* [*University Counseling Center*](https://counseling.olemiss.edu/)*,* [*UMatter*](https://umatter.olemiss.edu/)*,* [*UMSafe*](https://umsafe.olemiss.edu/)*, and* [*VIP: Survivor Support*](https://violenceprevention.olemiss.edu/) *here or in the “Student Resources” section.]*

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For more information and sample language, see this [student wellness resource from Carnegie Mellon’s Eberly Center.](https://www.cmu.edu/teaching/designteach/syllabus/checklist/studentwellness.html)

## Technology in the Classroom

**Recommendation:** Your technology policy should set out guidelines for the use of laptops, cell phones, and other personal devices, stating rules or recommendations that are consistent with your learning goals and most likely to enhance learning in your classroom. It should clarify how and when (if ever) students are expected to use such devices, the ways you plan to enforce class policy, and the rationale behind your decision.

Because banning the use of personal devices outright can present accessibility challenges, you’ll want to think carefully about what restrictions you place on technology in the classroom. But because such devices can be distracting both to their users and to other students, you’ll also want to consider how to encourage appropriate use of technology for your class context.

*Laptops and cell phones can be effective learning aids but can also distract you and your classmates from the task at hand. At some points in class, we may make use of these technologies as learning resources, and at some points I may request that you put them away to give the class activity your undivided attention. I encourage you to take responsibility for your use of personal devices and to employ them in ways most likely to enhance your own learning. If inappropriate use of technology becomes a persistent problem, I may ask you to refrain from using these devices in class for the duration of the semester or speak with me individually to resolve the issue.*

##

**External Resource:** For more information, see this [classroom technology policy resource from the University of Michigan’s Center for Research on Learning and Teaching.](https://crlt.umich.edu/blog/choosing-your-classroom-technology-policy)

# Student Resources

List here the internal or external resources that would be especially helpful in your students’ academic and personal success. Below are some campus resources you might wish to highlight, along with sample language developed by the relevant university offices. As you consider which resources to include, keep in mind that students may be overwhelmed by the amount of information on your syllabus and consider how you might remind students of these resources throughout the semester.

## Academic Support

* [Writing Centers](https://writingcenter.olemiss.edu/): *The Writing Centers offer student assistance in all things writing: from understanding an assignment, to organizing a draft, to offering revision strategies. Their highly trained peer consultants work alongside UM students on projects in all disciplines at any stage of the composition process. Their services are delivered face to face and in online platforms through multiple campus locations in Oxford, Tupelo, and Southaven. The Writing Centers work to help UM students cultivate individualized strategies for becoming independent, effective, and confident writers. To learn more about the writing center locations, hours, scheduling and services, please go to*[*writingcenter.olemiss.edu*](http://writingcenter.olemiss.edu/)*.*

*[insert location, phone number, and URL of*[*the WC relevant to your class*](https://writingcenter.olemiss.edu/faculty/resources/#2)*]*

* [The Speaking Center](https://speakingcenter.olemiss.edu/): *The University of Mississippi Speaking Center offers free public speaking consultation services for UM students. Their highly trained peer consultants work alongside UM students on projects in all disciplines. They provide free access to one-on-one consultations, group workshops, and other speech communication-focused resources. If you need to create a presentation for a class or for a university-related activity, you can get feedback and advice from consultants in the Speaking Center. Their services are delivered face-to-face and online. Their goal is to cultivate individualized strategies with UM students to help them become independent, effective, and confident speakers.*

*To learn more about the Speaking Center,*[*check out their website*](https://speakingcenter.olemiss.edu/)*. Or use*[*this link schedule an appointment for a consultation*](https://speakingcenter.olemiss.edu/.well-known/WCONLINESSO)*. This link will prompt you to complete a registration form before scheduling your appointment.*

* [CSSFYE Academic Support Programs](https://cssfye.olemiss.edu/student-support-programs/)
* [UM Library Services](https://libraries.olemiss.edu/services/)
* [Intensive English Program](https://iep.olemiss.edu/)

## Wellbeing and Community

* [UMatter](https://umatter.olemiss.edu/)–*Student Support & Advocacy: UMatter provides free and confidential information, consultation, support, and case management to University of Mississippi students and graduate students who may have experienced concerns of challenges impacting them during their time at the university. UMatter works to coordinate access to campus and community resources to support students. UMatter also provides support and resources for students that are responding to Title IX or conduct matters at the university. These services include academic and housing accommodations for Title IX concerns, individual case management for responding students, support in Title IX investigations and conduct matters, connecting students with advisors for adjudication processes, and referrals to services on campus and in the community. Contact UMatter,**umatter@olemiss.edu**, 662-915-7248, 301 Student Union with questions or for support.*
* [UMatter](https://umatter.olemiss.edu/)–*Basic Needs Support: Any student who has difficulty affording groceries or accessing sufficient food to eat every day, or who lacks a safe and stable place to live, and believes this may affect their performance in the course, is urged to contact UMatter: Student Support and Advocacy at 662-915-7248 or**umatter@olemiss.edu**. Students who struggle to afford groceries or access sufficient food to eat are encouraged to visit the Grove Grocery: The UM Food Pantry in 213 Kinard Hall or email**umatter@olemiss.edu**.*
* [VIP: Survivor Support](https://violenceprevention.olemiss.edu/): *Students who may have experienced any type of gender-based violence including sexual assault, relationship violence, or stalking are encouraged to reach out to VIP: Survivor Support by calling 662-915-5796 or emailing**vip@olemiss.edu**for confidential emotional support and resources. Sometimes students need someone to talk with and process a situation. Students also may need support with their academics, non-emergency medical care, forensic exams, STI testing, reporting options, safe rooms/safety planning, and/or referrals for psychological support. Students will receive nonjudgmental emotional support and can work together with an advocate to create an individualized plan to heal and move forward to meet personal and academic goals.*
* [University Counseling Center](https://counseling.olemiss.edu/): As a student, you may experience a range of challenges that can interfere with learning, such as strained relationships, increased anxiety, substance use, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may diminish your academic performance and/or reduce your ability to participate in daily activities. Counseling services are available, and treatment does work. You can learn more about confidential mental health services available on campus at: <https://counseling.olemiss.edu/>. You can walk in to the Counseling Center any time between 8AM and 5PM and you will be seen by a counselor or you can make an appointment via telephone or online at <https://counseling.olemiss.edu/appointments/> We are located at 220 Lester Hall. There is no fee for currently enrolled students. **Support is always available (24/7) from the University Counseling Center at 662-915-3784.**
* [UMSafe](https://umsafe.olemiss.edu/)
* [Bias Education and Response Team](https://dce.olemiss.edu/bert/)
* [Diversity and Community Engagement](https://dce.olemiss.edu/)
* [Center for Inclusion and Cross Cultural Engagement](https://inclusion.olemiss.edu/)
* [Sarah Isom Center](https://sarahisomcenter.org/)
* [LGBTQIA+ Programming and Initiatives](https://lgbtq.olemiss.edu/)

# Course Schedule

**Recommendation:** As you craft your course schedule, be aware of religious observances that may impact your students’ abilities to attend class or complete major assignments. You might also note briefly that the schedule is subject to change (with adequate notice).

**Policy:** Please note that the university has adopted [a statement about the Wednesday through Friday of the week before Finals Week.](https://policies.olemiss.edu/ShowDetails.jsp?istatPara=1&policyObjidPara=10647552) According to this statement, faculty are not to give major exams (constituting more than 10% of the final grade) in undergraduate courses during these three days. This prohibition does not apply to lab courses and writing intensive courses, where term papers or major project reports are due at the end of the semester. Instead, the policy is intended to apply to cases where the last exam would be similar in nature to the final exam.

[Include a schedule or calendar to outline class meetings and dates for the completion of reading, assignments, papers, exams, and other course activities.]

# For more inspiration…

Consult the [sample syllabi from Carnegie Mellon’s Eberly Center](https://www.cmu.edu/teaching/designteach/syllabus/samples/index.html) and [more sample syllabi University of Virginia’s Center for Teaching Excellence.](https://teaching.virginia.edu/galleries/sample-syllabi)