Using this Template to Create Your Syllabus

This template meets the syllabus requirements as outlined in the [Syllabus Policy SP.07.016](https://policy.csuci.edu/sp/7/sp-07-016.htm). This template also is guided by the CSU QLT (Quality Learning & Teaching) CORE standards of online learning best practices. This syllabus template will be updated to align with current campus policies and guidance. For example, the Title IX and Inclusion Statement is currently labeled **{\*SR\*}** but could change to **(\*\*Optional\*\*)** or**[\*\*\*Required\*\*\*]** if the current Syllabi Policy is superseded. Refer to the next paragraph for further information on the labeling convention.

Required areas are labeled **[\*\*\*Required\*\*\*]** and must be included in the course syllabus. Optional areas are specifically labeled as **(\*\*Optional\*\*)** in SP.07.016. Strongly recommended areas are specifically labeled as **{\*SR\*}** and are beneficial to students but not currently included in SP.07.016. Throughout the syllabus, there are [brackets] within the text that are meant to be revised by CI Instructors. Highlighted portions are meant to serve as guidance for CI instructors and removed before sharing with students. Text that can be changed will be identified as “Example X Statement”, otherwise the text must remain as is.

How to Create an Accessible Syllabus from the Word Template

1. Rename the downloaded template to match the course name and term
Change the name from “Text with Banner Syllabus Template (Word)” to “
[Course name + Term] Syllabus.”
2. Read through the template closely and select the bracketed or example text that you want to change and begin typing to replace the placeholder text.
OR
If you have copied information you wish to use, select the corresponding text/location and click (Ctrl + Shift + V for PC or Cmd + Shift + V for Mac) to paste the info and remove any previous formatting.
3. Once all placeholder text has been revised, be sure to proofread it.
	1. Check that all normal text is the same color (i.e., black) and only hyperlinks are colored and underlined (i.e., example hyperlink). Normal text should be no smaller than 12pt font.
	2. The syllabus should have only one Heading 1 which is at the top of the next page, “California State University Channel Islands [Course #]: [Course Title and Section] [Semester and Year] Syllabus.”
4. Once finalized, you are ready to share it with your students by adding it to the Syllabus page in CI Learn/Canvas.
	1. Share > Permission: Anyone with the link (Viewer) > Copy Link
	2. Write a sentence to hyperlink to the syllabus file.

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It is recommended to [update the Table of Contents](https://support.microsoft.com/en-us/office/update-a-table-of-contents-6c727329-d8fd-44fe-83b7-fa7fe3d8ac7a) once finished making changes to the syllabus to update the page numbers. Go to the **References** menu tab, next to the Table of Contents button click the **Update Table Button** (paper with exclamation point), a popup should appear with **Update Page Numbers only**\* selected, click **Ok**. This will ensure the information is correct for your students.

\*Clicking **Update Entire Table** from the popup will undo the current formatting.

\*\* To navigate this digital syllabus more easily, you can click on any part of the Table of Contents above to move to that section within the syllabus. \*\*

![Syllabus banner placeholder for [Class name]]()

To replace the banner, right click on the image, select **Change Image** from the menu, and select the image location.

To add the alt text, right click on the image, select **View Alt text** from the menu, and enter the alt text in the field within the Alt-text pane.

# California State University Channel Islands[Course #]: [Course Title and Section][Semester and Year] Syllabus **[\*\*\*Required\*\*\*]**

## Course Information **[\*\*\*Required\*\*\*]**

Course Location and Time: [Building Location Name] and [time period]

### Required Course Materials **[\*\*\*Required\*\*\*]**

Include required elements, which may include readings, fees, trips, equipment, experiential learning, or other course specific requirements.

\*Specify if the course is using Open Access (OA) or Open Educational Resources (OER)

#### Example Course Reading Statements

There is no textbook to purchase for this class. All readings and materials will be provided digitally through CI Learn. You will need to log into your myCI account to access readings provided via Broome Library.

The required text(s) for this class include [insert textbook information]. These can be purchased from [include information]. Include whether the book is available for check-out at Broome Library (even better if there is a Course Reserves option).

### Course Format **{\*SR\*}**

It’s important to [define the course modality](https://www.csuci.edu/tli/learning-design/defining-modalities.htm) for students so they understand how your course works and if and when they need to attend a scheduled class. Recommended language has been included below, select the statement for your course modality and remove the others. \*\*\* If none of these course modality descriptions fit your course, write your own using the ones shared here as a guide.

#### Example Course Format Statements for Online Courses

This class is an asynchronous online course. This means that we will not have any scheduled class meetings. But you will have weekly assignments and activities to complete online. It is important that you log in to our class each day and make sure you are up to date on what is due.

This is a synchronous online course. This means we will meet for virtual class sessions on [Day] and [Day] from [time - time]. In addition to attending class sessions, you need to log in to the course 2-3 times a week to complete coursework and make sure you are up to date on what is due.

#### Example Course Format Statement for On Campus Courses

This is a synchronous in-person class. This means we will meet on campus for in-person class sessions on [Day] and [Day] from [time - time]. In addition to attending class sessions, you need to log in to the course 2-3 times a week to complete coursework and make sure you are up to date on what is due.

#### Example Course Format Statement for Blended/Hybrid Courses

This is a blended class. This means we will alternate between interacting and completing coursework independently asynchronously online and regularly scheduled [on campus or virtual via Zoom] class sessions. The at the end of this syllabus includes a schedule for the weeks we will be asynchronous online and the weeks we will have synchronous [in-person or via Zoom] class sessions. You are expected to attend synchronous sessions on the day and at the time they are scheduled.

### Course Description **[\*\*\*Required\*\*\*]**

**Course Prerequisites**: [\_\_\_\_\_\_\_\_\_\_]

**Course Co-requisites**: [\_\_\_\_\_\_\_\_\_\_]

(If applicable) **GE Areas met**: [\_\_\_\_\_\_\_\_\_\_]

(If applicable) **Mission Pillar Designation** [CI Mission Category(s): Community Engagement (CE), Interdisciplinary Approaches (IA), International Perspectives (IP)

Multicultural Perspectives (MP)]

(If applicable) Service Learning Designation

(If applicable) Graduation Requirement Fulfilled
[Enter [course description from the Catalog](https://catalog.csuci.edu/)]

## Instructor Information **[\*\*\*Required\*\*\*]**

Instructor: [Name]

Office Location: [Building and room number]

Email: [CI email address]

Office Hours: [Days and Times + modality (on-campus, online, or both)]
 \*For security purposes, it is highly recommended that you set up online office hours using the [Zoom/CI Learn integration](https://knowledgebase.cikeys.com/knowledge-base/using-zoom-in-ci-learn/) and do not use your personalized Zoom link or share the direct link in the syllabus.\*

## Student Learning Outcomes **[\*\*\*Required\*\*\*]**

List all student learning outcomes listed in the approved course proposal.

Upon completion of the course, the student will be able to:

* [SLO #1]
	+ [Add GE SLO reference when applicable]
* [SLO #2]
	+ [Add GE SLO reference when applicable]
* [SLO #3]
* [SLO #4]
* [SLO #5]

[General Education Student Learning Outcome Name]

If a GE Course, list additional student learning outcomes from General Education below and include them above to show the connection/relevance to course SLOs.

* [General Education SLO body text]

## **Course Policies**

### Grading Policy **[\*\*\*Required\*\*\*]**

Refer to the [Create accessible table in Word Support Page](https://support.microsoft.com/en-us/office/video-create-accessible-tables-in-word-cb464015-59dc-46a0-ac01-6217c62210e5?ns=MACWORD&version=90)

If unsure, check with your Program Chair for current information.

Related resources: [Incomplete Grade Policy (SP.03.018)](https://policy.csuci.edu/sp/3/sp-03-18.pdf) and [Policy on Changing the Basis for Grading (SP.17.003)](https://policy.csuci.edu/sp/17/sp-17-03-policy-on-changing-the-basis-for-grading.pdf)

**Example Grading Statement:** Grades in this course are earned based on the work submitted. Your final grade will be assigned using the university scale. An “A” represents exceptional work; a “B” is very good work; a “C” is acceptable/average work; a “D” is inadequate but passing, and an “F” is a failing grade. This course will use the +/- designation. Note: I [do/do not] curve grades. I [do/do not] round grades.

**Example Grading Table Summary**: Below is the grading scale for [course name] it consists of two columns from left to right, Grade and Total Points. There are twelve rows below the header row.

| **Grade** | **Total Points** |
| --- | --- |
| A | 94 - 100 |
| A- | 90 - 93 |
| B+ | 87 - 89 |
| B | 84 - 86 |
| B- | 80 - 83 |
| C+ | 77 - 79 |
| C | 74 - 76 |
| C- | 70 - 73 |
| D+ | 67 - 69 |
| D | 64 - 66 |
| D- | 60 - 63 |
| F | 59 and below |

Table 1: Grading

### Attendance Policy **(\*\*Optional\*\*)**

The two example Attendance Statements below were written based on the [Policy on Class Attendance (SP.01.056)](https://policy.csuci.edu/sp/1/sp-01-56.pdf).

Alternatively, All students are expected to abide by the University Policy on Class Attendance. This important policy includes the statement that students “are expected to attend class regularly” and outlines student responsibilities in communicating with the instructor in the event of an absence. Students must notify instructors, in advance whenever reasonably possible, about any missed classes. According to the catalog, "It is the responsibility of the student to give advance notification, contact the instructor … [and] submit assignments on time.”

**Example Attendance Statement**: Students are expected to attend each class session. If you cannot attend a session, \*contact the course instructor\* prior to the meeting time to explain your circumstances. Only [X] class meeting(s) missed is acceptable, or it will impact your final grade.

For absences with extenuating circumstances related to a medical condition or disability for which you may require reasonable accommodation, please refer to the [Disability Statement](#_290dlqpjkcco).

**Example Attendance Statement for Online Course**: Since this is an asynchronous course, attendance will be based on timely participation in activities, timely completion of assignments and online discussions, and keeping up to date with announcements.

### Late Work Statement **(\*\*Optional\*\*)**

**Example Late Work Statement**: If you think there may be a problem that will interfere with submitting an assignment on time, it is expected you will communicate your concern with me well in advance (several days before) the due date. Late assignments will only be accepted with prior permission from the professor or at the professor’s discretion. If you are absent from class, it is your responsibility to check on Canvas/CI Learn for announcements and assignments given while you were absent.

### Digitally Accessible Course Materials--ALLY **{\*SR\*}**

CSUCI is committed to providing you the best learning experience possible. With this goal, we have activated ALLY in your Canvas courses. ALLY is a product that focuses on making digital course content more accessible to all students. You will now be able to [download most course files in the format that fits best with your learning needs](https://knowledgebase.cikeys.com/knowledge-base/accessing-alternative-formats-in-cilearn/); PDF, HTML, .EPUB, and Audio files are now available for most content items. To learn more about formats available as well as what each format offers visit [Ally Support](https://help.blackboard.com/Ally/Ally_for_LMS/Student/Alternative_Formats#which-format-should-i-use_OTP-1). Should you have any questions or experience issues while using ALLY, please contact the [Solution Center](https://www.csuci.edu/its/help/) or call (805) 437- 8552.

### Instructor Communication Policy **{\*SR\*}**

The example instructor communication statement below was written based on the [Policy on Communication with Students (SA.07.012)](https://policy.csuci.edu/sa/07/sa-07-012-.pdf) Electronic Communication section.

* Point 2c. the University shall utilize the Dolphin Email system as the official means of communication to matriculated CI students. It is the student’s responsibility to ensure that communication is received and read.
* Point 2d. Students may redirect their Dolphin Email address to another account. However, the University will not be responsible for the handling of email by outside vendors or departmental servers…
* Point 2e. Faculty shall determine how electronic forms of communication will be used in their respective classes and will specify requirements to their students (see Exhibit 1, Faculty electronic communication with students is governed by the [Academic Senate Policy SP 12-19 - Policy on Electronic Communication with Students.](https://senate.csuci.edu/policies/2012-2013/senate-policy-12-19.pdf))

**Example Instructor Communication Statement**: Please post questions about general course content, navigation, assignments, or if you find a technical glitch in the course, etc., in the Question & Answer Forum on Canvas/CI Learn. I will check this forum regularly during the week, Monday through Friday. Please contact me through the [Inbox in Canvas/CI Learn](https://community.canvaslms.com/t5/Student-Guide/How-do-I-use-the-Inbox-as-a-student/ta-p/532) to communicate individual or personal needs.

Be sure to include [**Course # and section]** in the Subject Line. Please note that any messages sent after hours or on the weekend will receive a response within 24-48 hours.

### Land Acknowledgement **{\*SR\*}**

**Example Land Acknowledgement Statement**: California State University Channel Islands is located on the ancestral lands of the [Chumash Ventureño](https://nam10.safelinks.protection.outlook.com/?url=https%3A%2F%2Fwww.bvbmi.com%2F&data=05%7C01%7Ckristi.oneilgonzalez668%40csuci.edu%7C7c620e81520b49f9115f08dba7f09c7b%7Ce30f5bdb7f18435b84369d84aa7b96dd%7C1%7C0%7C638288424107058467%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0%3D%7C3000%7C%7C%7C&sdata=DorERRDD7xlXDgyz1TEw6OHLZjngfCqOqGf41z82%2FsA%3D&reserved=0) people. It is our collective responsibility to critically interrogate the complicated histories that comprise our present inhabitation of this land, to repair harm, and to honor, protect, and sustain this land in order to be better ancestors. ([Native Land website](https://nam10.safelinks.protection.outlook.com/?url=https%3A%2F%2Fnative-land.ca%2F&data=05%7C01%7Ckristi.oneilgonzalez668%40csuci.edu%7C7c620e81520b49f9115f08dba7f09c7b%7Ce30f5bdb7f18435b84369d84aa7b96dd%7C1%7C0%7C638288424107058467%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0%3D%7C3000%7C%7C%7C&sdata=FDnCWaJIBuwvcWOE2oqK%2F0BHFdSxqOoHRJYh6F6hku4%3D&reserved=0))

**Example Land Acknowledgement Statement**: We invite a moment to respectfully acknowledge the Chumash people (in Ventura County where our campus is located) and all the peoples upon whose unceded sacred lands we work and gather. At CSU Channel Islands, we honor the stewardship of the Chumash past, present, and future, with gratitude for the land itself, which holds the stories and songs of indigenous peoples. By offering this Land Acknowledgement, we affirm Indigenous sovereignty and will work to hold CSU Channel Islands more accountable to the needs of American Indian and Indigenous peoples.

**Example Land Acknowledgement Statement**: I encourage you to honor the stewardship of the Chumash past, present, and future, with gratitude for the land itself, which holds the stories and songs of indigenous peoples, upon whose unceded sacred lands CSUCI resides.

### Names and Pronouns Statement **{\*SR\*}**

I will gladly honor your request to address you by a name or pronoun that is not on the roster or on Canvas/CI Learn. Please advise me early in the semester so that I may make appropriate changes to my records. You may also update this information in the myCI Student Center. For more information, visit the [Preferred Names and Pronouns webpage](https://www.csuci.edu/registrar/personal-info-update.htm).

## **Student Support Services**

### Disability Statement **[\*\*\*Required\*\*\*]**

If you are a student with a disability requesting reasonable accommodations in this course, please visit Disability Accommodations and Support Services (DASS) located on the second floor of Arroyo Hall or call 805-437-3331. All requests for reasonable accommodations require registration with DASS in advance of need. You can [apply for DASS services online](https://www.csuci.edu/dass/students/apply-for-services.htm). Faculty, students and DASS will work together regarding classroom accommodations. You are encouraged to discuss approved accommodations with your faculty.

### Basic Needs and Emergency Intervention **{\*SR\*}**

If you face challenges securing food, housing, or other basic needs, you are not alone, and CSUCI wants to help during this time of crisis. One helpful resource is the community of staff available through the Basic Needs Program (BNP) located on the first floor of Arroyo Hall, Room 114. Students can call 805-437-2067, email basicneeds@csuci.edu, or drop in during open hours and talk with a BNP student assistant or professional staff member for resources, ideas, and strategies connected to basic needs challenges. Students can complete a referral form to request services for themselves or others by going to the [Basic Needs webpage](http://www.csuci.edu/basicneeds). The BNP is known for the Dolphin Pantry located at Arroyo Hall 114, but there are other resources available and staff who can help you work through housing insecurity or displacement as well as financial insecurity. Undergraduate students living in California are especially encouraged to explore [CalFresh](https://www.csuci.edu/basicneeds/food-assistance.htm#calfresh) (grocery money each month for eligible students) as a resource. Domestic undergraduate students living in California are likely to be eligible for CalFresh, and BNP staff are skilled in helping students navigate this process.

### Campus Tutoring Services - Learning Resource Center (LRC) **{\*SR\*}**

CSUCI has many free services to help you achieve your academic goals! You are encouraged to make early and regular use of the tutoring centers located in Broome Library, which offer free in-person and online tutoring support and academic success workshops. Many courses also have Embedded Peer Educators who lead regular study groups and exam review sessions. Working with a tutor is a great way to develop your learning habits, get clarification on an assignment, study for an exam, or get feedback on a paper or project. For writing assignments, communication-based projects, and multiliteracy development, please visit the [Writing and Multiliteracy Center](https://www.csuci.edu/wmc/). For subject-specific tutoring across many courses and disciplines, please visit the [Learning Resource Center](https://www.csuci.edu/learningresourcecenter/).

### Counseling and Psychological Services (CAPS) **{\*SR\*}**

Counseling and Psychological Services (CAPS) provides a wide range of confidential services to assist students in achieving their academic and personal goals and well-being. Services include confidential short-term counseling, crisis intervention, group therapy, and assistance with community referrals for a wide range of mental health concerns. Students can also meet with trained Mental Health Peers for support regarding school-related anxiety. CAPS is located in Bell Tower East Room 1867. Appointments are available in person and via telehealth. Appointments can be scheduled by calling 805-437-2088, by email at caps@csuci.edu, or walking into the clinic. For more information, visit the [CAPS website](https://www.csuci.edu/caps). Crisis phone support is available 24/7 by calling 855-854-1747 and by calling or texting 988.

### Troubleshooting & Technical Assistance **{\*SR\*}**

1. [Clear your browser’s cache](https://knowledgebase.cikeys.com/knowledge-base/clear-cache-and-cookies/)
2. Try a different browser (Chrome or Firefox are recommended)
3. Shut down and restart your computer.
4. If your problems persist, submit a help ticket through the [ITS Solution Center](https://www.csuci.edu/its/help/)
If your issue is related to CI Learn/Canvas, be sure to include the following information:
	1. Course name and section (e.g., POLS 150 Section 02)
	2. Instructor name
	3. Name of assignment or content area and where is it in the course?
	4. Which browser are you using? Are you using the Canvas Student app? Are you using a mobile device?
	5. Description of the problem/issue.
	6. Screenshot(s) of the issue.
	7. What have you already tried? (e.g., I restarted my computer. I changed from Firefox to Chrome, etc.)
	8. Alternate Contact information (student email or phone number)

### Writing & Multiliteracy Center (WMC) **{\*SR\*}**

The Writing and Multiliteracy Center (WMC) provides all CI students (undergraduate, graduate, credential, and extended university) with free support services and programs that help them become more effective writers and communicators. Peer and professional consultants help students at any stage of the composition process in any discipline for writing or speaking (such as slideshow presentations, research posters, and video podcasts). Students are welcome to bring in other types of non-academic work, such as resumes, letters of application, and personal statements for graduate schools.

The WMC offers in-person tutoring and virtual tutoring (live tutoring on Zoom) and asynchronous tutoring (multimodal feedback through VoiceThread). WMC consultants can also help students who want to talk about or wish to learn new skills in speaking in academic contexts, whether it's oral presentations, in-class discussions, or talking with professors during office hours. Students can also reserve to work in the WMC's new multimedia studio with sound booth and greenscreen. To work with a consultant, students can drop in or make appointments in advance by visiting the [WMC website](https://www.csuci.edu/wmc/index.htm), going directly to the Center (Broome 2675), or calling 805-437-8934. Tutorial sessions last 30 minutes but students can make appointments for up to one hour to discuss longer projects and work. We hope to see you there!

## **Campus Policies**

### Academic Dishonesty **[\*\*\*Required\*\*\*]**

By enrolling at CSU Channel Islands, students are responsible for upholding the University’s policies and the Student Conduct Code. Academic integrity and scholarship are values of the institution that ensure respect for the academic reputation of the University, students, faculty, and staff. Cheating, plagiarism, unauthorized collaboration with another student, knowingly furnishing false information to the University, buying, selling, or stealing any material for an examination, or substituting for another person may be considered violations of the [Student Conduct Code](http://www.csuci.edu/campuslife/student-conduct/academic-dishonesty.htm). **If a student is found responsible for committing an act of academic dishonesty in this course, the student may receive academic penalties, including a failing grade on an assignment or in the course, and a disciplinary referral will be made and submitted to the Dean of Students office.** For additional information, please see the faculty [Academic Senate Policy on Academic Dishonesty](https://senate.csuci.edu/policies/2013-2014/sp-13-06-policy-on-academic-dishonesty-rev-oct2016.pdf), also in the CI Catalog. Please ask about my expectations regarding academic dishonesty in this course if they are unclear.

### CI Mission Statement **(\*\*Optional\*\*)**

Placing students at the center of the educational experience, California State University Channel Islands provides undergraduate and graduate education that facilitates learning within and across disciplines through integrative approaches, emphasizes experiential and service learning, and graduates students with multicultural and international perspectives.

### Civil Discourse Statement **{\*SR\*}**

It is recommended that you include information on your syllabus as to appropriate communication in your course (i.e. cell phones/laptops, email policy, participation requirements, etc.). Please review Ch. 7 and 9 in the [Recognize & Refer Handbook](https://www.csuci.edu/campuslife/care/documents/recognizeandreferhandbook.pdf) for more information and ideas on how to respond to disruptive behavior. You may wish to include the following statement:

All students, staff and faculty on our campus are expected to join in making our campus a safe space for communication and civil discourse. If you are experiencing discomfort related to the language you are hearing or seeing on campus (in or out of classes), please talk with a trusted faculty or staff member. Similarly, please consider whether the language that you are using (in person or on Canvas) respects the rights of others to “engage in informed discourse and express a diversity of opinions freely and in a civil manner” (language from [Academic Senate Resolution SR 16-01](https://senate.csuci.edu/resolutions/2016-2017/sr-16-01-resolution-on-commitment-to-equity-inclusion-civil-discourse-at-ci.pdf), Commitment to Equity, Inclusion, and Civil Discourse within our Diverse Campus Community).

In addition, students whose conduct adversely affects the learning environment in this classroom may be subject to disciplinary action. Students that disrupt this course may receive a verbal and written warning from the instructor, they may be excused from the class for the day, they may be excused from the class for up to one class period, and/or they may be referred to the Dean of Students office for further review and possible disciplinary action.

### Title IX and Inclusion **{\*SR\*}**

Title IX & Inclusion manages the University’s equal opportunity compliance, including the areas of affirmative action and Title IX. Title IX & Inclusion also oversees the campus’ response to the University’s nondiscrimination policies. CSU Channel Islands prohibits discrimination and harassment of any kind on the basis of a protected status (i.e., age, disability, gender, genetic information, gender identity, gender expression, marital status, medical condition, nationality, race or ethnicity, religion or religious creed, sexual orientation, and Veteran or Military Status). This prohibition on harassment includes sexual harassment, as well as sexual misconduct, dating and domestic violence, and stalking. For more information regarding CSU Channel Islands’ commitment to diversity and inclusion or to report a potential violation, please contact Title IX & Inclusion at 805.437.2077 or visit the [Title IX website](https://www.csuci.edu/titleix/).

## Instructional Plan for [Class name]

[Provide context for the included sections below to increase student understanding.

### Course Activities

[Explain to students if there are major course assignments, or activities in your course that will impact their final grade where relevant included points or percentage]

Example list of course activities:

1. **Syllabus Knowledge Check (Quiz)**. ([X] points or percent)
The syllabus knowledge check reviews important components of the course syllabus is due the first week of the semester.
2. **Case Studies**. ([X] points or percent)
Throughout the course, you will complete [\_\_X\_\_] case studies… [\_\_\_\_\_\_\_\_\_\_\_].
3. **Reflective Discussions**. ([X] points each/[X] points total; [X] percent)
You are responsible for writing [\_\_X\_\_] original posts and [\_\_X\_\_] replies to peers [\_\_\_\_\_\_\_\_\_\_\_].
4. **End of Module Knowledge Checks (Quizzes)**. ([X] points each/[X] points total; [X] percent)
The course is divided into [\_\_X\_\_] different modules throughout the semester. At the end of each module, you will complete a short knowledge check...
5. **Midterm**. ([X] points)
[\_\_\_\_\_\_\_\_\_\_\_].
6. **Analysis Paper**. ([X] points)
[\_\_\_\_\_\_\_\_\_\_\_].
7. **Signature Assignment**. ([X] points)
[\_\_\_\_\_\_\_\_\_\_\_].
8. **Final Exam**. ([X] points)
The final exam will consist of [\_\_\_\_\_\_\_\_\_\_\_].

The full course schedule is available on the next [X] pages.

### Course Schedule (Tentative)

When adding a table to a document or CI Learn,
Do add Column or row headers which are required to provide the table structure necessary for screen reader users to properly access the table information. Do provide a table summary with a brief description of how data is organized in a table.

* Do not merge or Split cells.
* Do not use empty cells.
* Do not control spacing in your table with blank rows or columns. Adjust line spacing instead.
* Do not create page layouts with tables.
* Do not use tab or spaces to create a table.
* Do not add full hyperlinks or URLs in the table.
	+ Instead hyperlink title text or statement
	For example, [Review the Syllabus Checklist](https://docs.google.com/document/d/1lZIXEGqdN8zHl4piuKFy9cUbXSp06QMHYpaix2vRGV8/edit#heading=h.wol4px8gi1oh) (the statement and the title of the document are hyperlinked rather than showing the full URL)
* [Create accessible table in Word Support Page](https://support.microsoft.com/en-us/office/video-create-accessible-tables-in-word-cb464015-59dc-46a0-ac01-6217c62210e5?ns=MACWORD&version=90)

**Example Course Schedule Table Summary**: Below is the tentative course schedule for [course name] it consists of five columns from left to right, Weekly Session/Module; Day/Date; Class Topic(s); Readings, Assignments and Online Activities Due; and Points/Percentage of Grade. There is one row for the sixteen weeks of the semester.

Note: Readings and Videos are posted in CI Learn/Canvas. All readings are due prior to class unless otherwise specified. The course schedule is subject to change. Updates will be shared in CI Learn.

| **Weekly Session/Module** | **Day/Date** | **Class Topic(s)** | **Readings,****Assignments &****Online Activities Due** | **Points/Percentage of Grade** |
| --- | --- | --- | --- | --- |
| [Week/Session/Module #] | [M, T, W, Th, F][Date] | [Topic X] | [Readings, Assignments, and activities] | ([X] points or percent) |
| [Week/Session/Module #] | [M, T, W, Th, F][Date] | [Topic X] | [Readings, Assignments, and activities] | ([X] points or percent) |
| [Week/Session/Module #] | [M, T, W, Th, F][Date] | [Topic X] | [Readings, Assignments, and activities] | ([X] points or percent) |
| [Week/Session/Module #] | [M, T, W, Th, F][Date] | [Topic X] | [Readings, Assignments, and activities] | ([X] points or percent) |
| [Week/Session/Module #] | [M, T, W, Th, F][Date] | [Topic X] | [Readings, Assignments, and activities] | ([X] points or percent) |
| [Week/Session/Module #] | [M, T, W, Th, F][Date] | [Topic X] | [Readings, Assignments, and activities] | ([X] points or percent) |
| [Week/Session/Module #] | [M, T, W, Th, F][Date] | [Topic X] | [Readings, Assignments, and activities] | ([X] points or percent) |
| [Week/Session/Module #] | [M, T, W, Th, F][Date] | [Topic X] | [Readings, Assignments, and activities] | ([X] points or percent) |
| [Week/Session/Module #] | [M, T, W, Th, F][Date] | [Topic X] | [Readings, Assignments, and activities] | ([X] points or percent) |
| [Week/Session/Module #] | [M, T, W, Th, F][Date] | [Topic X] | [Readings, Assignments, and activities] | ([X] points or percent) |
| [Week/Session/Module #] | [M, T, W, Th, F][Date] | [Topic X] | [Readings, Assignments, and activities] | ([X] points or percent) |
| [Week/Session/Module #] | [M, T, W, Th, F][Date] | [Topic X] | [Readings, Assignments, and activities] | ([X] points or percent) |
| [Week/Session/Module #] | [M, T, W, Th, F][Date] | [Topic X] | [Readings, Assignments, and activities] | ([X] points or percent) |
| [Week/Session/Module #] | [M, T, W, Th, F][Date] | [Topic X] | [Readings, Assignments, and activities] | ([X] points or percent) |
| [Week/Session/Module #] | [M, T, W, Th, F][Date] | [Topic X] | [Readings, Assignments, and activities] | ([X] points or percent) |
| Finals Week | [M, T, W, Th, F][Date] | [Final description]50 multiple choice questions and two essays | Final paper due by end of the day | ([X] points or percent) |

Table 2: Course Schedule