

Course Name

Course Code

Department(s)

This collection of syllabus features—customized to Spring '26 -- uses the principals of Universal Design, Accessibility, and Inclusive Pedagogy. It was created to serve as a sample of ways to provide information clearly and comprehensively to diverse learners. Feel free to copy and paste into or from this document to create or revise your own syllabus, then delete all the instructional information that's in blue font.

CONTACT INFORMATION

Instructor:

Email Address:

Office Location:

Campus Telephone: (717) 2xx – xxxx

OFFICE HOURS *(sample info filled in here – delete what's below & enter what's appropriate for you)*

Mondays 9:00 - 11:00 AM

Tuesdays evenings by appointment only

Wednesdays 9:00 - 11:00 AM

Thursdays none

Fridays 3:00 – 4:30 PM

...and by appointment, if these hours conflict with your class times

CLASS SCHEDULE

Section 01 MWF 8:30 – 9:20 AM

Section 02 MWF 9:30 – 10:20 AM

COURSE MATERIALS *(include, when appropriate, digital options & whether prior editions are okay)*

- Item
- Item
- Item

GRADING RUBRIC *(revise as appropriate. You may also wish to apply the principals of “ungrading”)*

PERCENT OF GRADE	
Exams	%
Quizzes	%
Homework	%
Project	%
Paper(s)	%
Attendance & Participation	%
Final Exam	%

LETTER GRADE CONVERSION SCALE			
A	93-100 %	C	73-76 %
A-	90-92	C-	70-72
B+	87-89	D+	67-69
B	83-86	D	63-66
B-	80-82	D-	60-62
C+	77-79	F	0-59

SCHEDULE OF TESTS AND ASSIGNMENT DUE DATES

(Use this table to list key due dates and exam dates for your course. Be sure to revise the "Note" to reflect the time of day when assignments must be submitted. Include the means of submission (paper, email, via Moodle/Brightspace, etc., if relevant.)

ASSESSMENT	DUE DATE <i>(Note: All assignments must be submitted through the Homework portal before the start of class)</i>

ASSESSMENT DETAILS *(provide more details about your assessments here, if you wish)*

Exams:

Homework:

Papers:

Participation and Attendance:

Final Exam:

COURSE DESCRIPTION AND LEARNING GOALS *(OR LEARNING OUTCOMES)*

(Use this section to give an overview of the course, as well as your intentions for what students will come away with. For some faculty, this may be a brief synopsis; others may prefer very detailed guidance. Include whatever you think is important for students to know about your course and your expectations.)

COURSE SCHEDULE *(use this optional table if you wish to present a day-to-day schedule)*

Week 1		
M	19-Jan	
T	20-Jan	
W	21-Jan	
R	22-Jan	
F	23-Jan	
Week 2		
M	26-Jan	
T	27-Jan	
W	28-Jan	
R	29-Jan	
F	30-Jan	
Week 3		
M	2-Feb	
T	3-Feb	
W	4-Feb	
R	5-Feb	
F	6-Feb	
Week 4		
M	9-Feb	
T	10-Feb	
W	11-Feb	
R	12-Feb	
F	13-Feb	
Week 5		
M	16-Feb	
T	17-Feb	
W	18-Feb	
R	19-Feb	
F	20-Feb	
Week 6		
M	23-Feb	
T	24-Feb	
W	25-Feb	
R	26-Feb	
F	27-Feb	
Week 7		
M	2-Mar	
T	3-Mar	
W	4-Mar	
R	5-Mar	
F	6-Mar	
Week 8		
		(Spring Break)

Week 9		
M	16-Mar	
T	17-Mar	
W	18-Mar	
R	19-Mar	
F	20-Mar	
Week 10		
M	23-Mar	
T	24-Mar	
W	25-Mar	
R	26-Mar	
F	27-Mar	
Week 11		
M	30-Mar	
T	31-Mar	
W	1-Apr	
R	2-Apr	
F	3-Apr	
Week 12		
M	6-Apr	
T	7-Apr	
W	8-Apr	
R	9-Apr	
F	10-Apr	
Week 13		
M	13-Apr	
T	14-Apr	
W	15-Apr	
R	16-Apr	
F	17-Apr	
Week 14		
M	20-Apr	
T	21-Apr	
W	22-Apr	
R	23-Apr	
F	24-Apr	
Week 15		
M	27-Apr	
T	28-Apr	
W	29-Apr	
R	30-Apr	
F	1-May	
Final Exam (Be sure to indicate time of exam as 9AM or 2PM)		

CLASS ACCESSIBILITY

REQUIRED disability accommodations-related statement:

Accommodating Students with Disabilities

Dickinson values diverse types of learners and is committed to ensuring that each student is afforded equitable access to participate in all learning experiences. If you have (or think you may have) a learning difference or a disability – including a mental health, medical, or physical impairment – that would hinder your access to learning or demonstrating knowledge in this class, please contact Access and Disability Services (ADS). They will confidentially explain the accommodation request process and the type of documentation needed to determine your eligibility for reasonable accommodations. To learn more about available supports, go to www.dickinson.edu/ADS, email access@dickinson.edu, call (717) 245-1734, or go to the ADS office in Room 005 of Old West, Lower Level (aka "the OWLL").

If you've already been granted accommodations at Dickinson, please follow the guidance at www.dickinson.edu/AccessPlan for disclosing the accommodations for which you are eligible and scheduling a meeting with me as soon as possible so that we can discuss your accommodations and finalize your Access Plan. If you will be using any test-taking accommodations in this class, enter all test dates into your Access Plan before our meeting.

Physical Access (to This Class / to My Office)

If your office or class is accessible by ELEVATOR, please include in your syllabus a statement comparable to this:

"[This class meets / My office is located] on the ___ floor of _____, which has an elevator, located _____ (e.g., "to the right of the main entrance"). If you require the use of an elevator to access the ___ floor, please let me know. If there is ever a malfunction with the elevator, we will be notified by email, and I will consult with ADS to identify our options for that day."

If your office is accessible ONLY BY ASCENDING OR DECENDING STEPS FOR ENTRY, please include in your syllabus a statement comparable to this:

"[This class meets / My office is located] on the ___ floor of _____, which does not have an elevator, and is only accessible by going up/down ___ steps. If coming to my office to meet would be problematic for you, please let me know and I will gladly arrange to meet you at an alternative location, either in the building, nearby, or by video conference."

POLICIES AND PROCEDURES

Attendance: *State your attendance policy. APSC has recommended adding this:*

If you're unable to attend class due to illness or extenuating circumstances, please notify me in advance. I will alert the [CARE Team](#) and your advisor of multiple or extended absences at my discretion.

Laptops in the classroom: Laptop use is by permission only.

(If laptops for notetaking will be allowed for all students, delete the above statement and replace it with one indicating what's permissible. If, however, you restrict the use of laptops in your class, it is recommended that you use the above language to best accommodate students with disabilities who will need to use a laptop as an accommodation without broadcasting their disability status.)

Recording Class: This class may be recorded for accommodation purposes.

(Similarly, if you have a student with an accommodation to record class, PA Wiretap Law requires that you inform the class that it may be recorded. Including this in your syllabus covers that requirement.)

Withdrawal: The last day to withdraw with a "W" grade is Friday, April 17th by 4 PM.

The following are optional, APSC-recommended examples of statements that address Academic Integrity and Plagiarism:

Academic Integrity

Academic integrity will be taken very seriously in this course. Students who violate College rules on scholastic dishonesty will be subject to disciplinary action, which includes the possible failure of the course and/or dismissal from the College. For a laughably brief take on this complicated issue, follow these guidelines:

1. Do your own work; clear any collaborations ahead of time and give full credit;
2. Cite your sources fully and explicitly; and
3. For quotations, use quotation marks and cite fully; for summary or paraphrase, cite fully and explicitly at the end of the relevant paragraph or sentence.

For further details, please read carefully and be familiar with the Community Standards on the Dickinson College website:

https://www.dickinson.edu/info/20273/dean_of_students/867/community_standards

The Dickinson College Plagiarism Policy:

To plagiarize is to use without proper citation or acknowledgment the words, ideas or original research of another. Whenever one relies on someone else for phraseology, even for only two or three words, one must acknowledge indebtedness by using quotation marks and giving the source, either in the text or in a footnote. When one borrows facts which are not matters of general knowledge--including all statistics--one must indicate one's indebtedness in the text or footnote. When one borrows an idea or the logic of an argument, one must acknowledge indebtedness either in a footnote or in the text. When in doubt--footnote.

Most plagiarism is unintentional, the result of ignorance or inaccurate notetaking. Your paper, however, cannot be evaluated by guesses about your intention; it can only be evaluated as it exists. Whether plagiarism is intentional or inadvertent, the penalty is severe. Read the discussion and examples carefully; if you have questions, consult with your instructor.

Dickinson's Religious Holiday Observance Policy:

State your policy here. One possible example would be as follows...

If an exam date conflicts with a religious holiday that you observe, you must notify the instructor in writing at least one week prior to the exam to schedule an alternate, earlier start date. Here is the [Religious Holiday College Policy](#).

RESOURCES

(Describe resources available to your class, such as Study Groups, Teaching Assistants, etc. Links to a collection of resources are provided below. You may want to provide explanations to some of them. A statement regarding resources available through SOAR is provided here for your convenience)

- [Academic Calendar \(2025-26\)](#)
- [Academic Technology](#)
- [Advising, Internships, and Career Center](#)
- [BERT: Bias Education and Response Team](#)
- [CARE Team](#)
- [Center for Spirituality and Social Justice](#)
- [Department of Public Safety](#)
- [Division of Diversity, Equity, and Inclusion \(DEI\)](#)
- [Final Exam Schedule \(Fall 2024\)](#)
- [LGBTQ+ Center](#)
- [Peer Advising](#)
- [Peer Tutoring](#)
- [Popel Shaw Center for Race and Ethnicity](#)
- [Quantitative Reasoning Center](#)
- [Registrar's Office and Forms](#)
- [SOAR: Strategies, Organization, and Achievement Resources](#)
- [Technology Services](#)
- [Waidner-Spahr Library](#)
- [Wellness Center](#)
- [Women's and Gender Resource Center](#)
- [Writing Center](#)

SOAR: Academic Success Support and More

Students can find a wealth of strategic academic success tools (like weekly planners, semester calendars, and much more) by going online to www.dickinson.edu/SOAR or to Old West's Lower Level (aka "the OWLL"). SOAR stands for **S**trategies, **O**rganization, & **A**chievement **R**esources, and there you'll find apps, tips, and other resources related to organization, study skills, memory strategies, note-taking, test-taking, etc. You'll find strategies for managing your time and well-being, as well as a schedule of academic success workshops offered throughout the semester. If you'd like to attend a workshop or request one-on-one assistance with developing a strategy for a manageable and academically successful semester, email your availability to SOAR@dickinson.edu.