

Appendix A: Course Syllabus Guide

Dalhousie Syllabi are an extension of the University's contract with the student. As such, all Dalhousie Syllabi should contain specific information necessary for Students to participate successfully in the Course, while other information may pertain only to specific disciplines or be included at the preference of the Instructor and/or as a requirement by the Academic Unit. These requirements and options pertain equally to undergraduate and graduate courses and to online, blended and face-to-face courses.

Information that is required to be included, if applicable to the course, is noted both in the section heading and filled bullet points. Additional optional information that you may choose to include (unless otherwise required by the application Academic Unit) is also provided for each section. All optional items are marked using empty bullets.

Section A: Course Information

Administrative (Required)

- Course name, number, type (e.g. lecture, online) and credit hours (note when course is cross listed)
- Course lecture, lab and/or tutorial meeting times and locations (as available)
- Course Delivery Mode - Choose: online, OR blended, OR in-person, OR hyflex (student choose modality before course begins), OR hyflex (students choose modality from week to week). Please see footnote¹ for detailed modality descriptions.

¹ Definitions:

Online Synchronous Course: Students and faculty meet online to interact virtually at set (ATS) time(s) and are not required to be on campus; all instruction and interaction is synchronous. Assessments may be conducted synchronously or asynchronously. Synchronous times assigned in the timetable will be maintained consistently throughout the term. Use of online asynchronous tools may complement this primary arrangement and could include, for example, online quizzes, discussions, reference and course materials, recorded content, assignments dropbox, and syllabus.

Online Asynchronous Course: Students and faculty do not have set meeting times and are not required to be on campus; interaction is facilitated by the instructor through reference material, recorded content, discussion boards and assessments.

Online Blended Course: Students and faculty interact in a purposeful combination of online synchronous and facilitated, mandatory asynchronous instruction and are not required to be on campus. Synchronous times assigned in the timetable will be maintained consistently throughout the term.

Hybrid (referred to as blended at Dalhousie): students and faculty interact in a purposeful combination of online instruction, and in-person campus sessions. For example, this could include but would not be limited to courses with: Recurring on-campus meetings, On-campus orientations or intensives, on-campus assessment, in-person instruction and online assessment, learners or faculty attending from different campuses

Hyflex Course – option 1: Students and faculty interact in a synchronous, simultaneous combination of in-person and online sessions. In Hyflex Option 1, students are given flexibility to choose their preferred synchronous modality (in-person or online) *before the course begins* and that modality choice does not

- Instructor name(s), building/room number, office phone, email address, preferred method of contact and availability
- Learning Management System site information, if applicable
- Identity and contact information for Teaching Assistants (when known at the time of Syllabus release and if directly involved in student support)
- Any other information required by the applicable Academic Unit

Optional items to consider:

- Instructor profile(s) (e.g. website)
- Photos of instructor(s)
- Brief Teaching Philosophy Statement
- Introduce SLEQs by articulating the significance feedback can have on your teaching and provide past examples of how feedback has impacted the course. Indicate availability (usually during the last two weeks of classes) in the course schedule and mention any plans to provide 10 to 15 mins of dedicated class time to completing SLEQ. Include links to pertinent resources such as [“guidelines to students on providing constructive feedback”](#).

Academic (Required)

- How the course is offered (face-to-face, online, blended) including minimal technical requirements for technology (laptop/computer/cell phone/tablet specifications including mic and webcam if students will be required to be heard or seen online)
- Course Learning Outcomes
- Rationale for Course
- Course Description and prerequisites (from the university calendar)
- Course Exclusions
- Tentative list and schedule of topics to be covered, if possible (remember to note university holidays)
- Highlight the kinds of experiential learning that students will have an opportunity to participate in while taking this course
- Required (and suggested) textbooks, readings, and other materials including electronic resources (e.g. Web, Library, LibGuide), software, equipment

change for them through the course. Students and faculty meet at set (AST) time(s) each week. Instructor is in-person every week. Additional instructor/TA support may, or may not, be active in the online modality. Use of online asynchronous complements this primary arrangement and could include online quizzes, discussion boards, reference and course materials, recorded content, assignments dropbox, and syllabus.

Hyflex Course – option 2: Students and faculty interact in a synchronous, simultaneous combination of in-person and online sessions. In Hyflex Option 2, students are given flexibility to choose their preferred modality (synchronous in-person or online) *from week to week*. Students and faculty meet at set (AST) time(s) each week. Instructor is in-person every week. Additional instructor/TA support may, or may not, be active in the online modality. Use of online asynchronous complements this primary arrangement and could include online quizzes, discussion boards, reference and course materials, recorded content, assignments dropbox, and syllabus.

In-person course: students and faculty interact primarily in person, on campus, at set time(s) (AST) each week; use of online complements this primary arrangement and could include online quizzes, discussion boards, reference and course materials, recorded content, assignments dropbox, and syllabus.

- Description of class format (e.g. use of student response systems in large lectures, problem-based learning, discussion-focused)
- Any language requirements (if other than English)
- Any additional costs to be incurred by students taking the course
- Where to seek support for tutoring and academic support
- Any other information required by the applicable Academic Unit

Optional items to consider:

- Key foundational knowledge and skills expected prior to the course
- Weekly optional reading assignments
- Concept map or graphic of course themes
- Overview of the history of and key approaches to the discipline
- FAQ section
- Study guides
- Student Learning Experience Questionnaire - Provide rationale for soliciting student feedback, highlight its impact on teaching and future students' learning, offer examples of feedback influencing course structure and assessments, and provide links to relevant resources, i.e., "[guidelines to students on providing constructive feedback](#)".

Assessment Components (Required)

- Short description of work to be submitted which will count towards the final grade
- Schedule, duration and format of term assignments, tests, and final exams
- Weight of components contributing to final grade
- Other work not assessable but required (e.g. attendance at an event, class attendance, online academic integrity modules, online safety modules/quizzes, participation)
- Any compulsory attendance/participation requirements
- Assessment scale and level that indicates a pass (including any components that must be individually passed); include rubrics where possible
- Performance requirements including clearly delineated differences for undergraduate and graduate students in the same course
- Description of (or link to) conversion of numeric to letter grades and university scale descriptors
- Any experiential learning components, how they will be graded and by whom
- Where collaboration is required (e.g. group assignments or projects), a clear statement of the degree of collaboration permitted in the preparation and submission of assignments
- Any other information required by the applicable Academic Unit

Optional items to consider:

- Guiding questions for reading
- Detailed description of work to be submitted and guidance for completion
- Grading rubrics with detailed criteria for each type of assessment and grade level
- Guidelines/requirements for citing sources (acceptable procedures, styles etc.)
- Guidelines/requirements for formatting assignments
- Guidelines/requirements for where and how to submit assignments

- Guidelines/requirements for ethical considerations in student learning activities and assessments (i.e. clinical work, undergraduate research projects)
- Guidelines/requirements for meeting EDI learning outcomes
- Link to GPA calculator

Course-specific policies established by Instructor or by class consensus (Required)

- Course policies on missed or late assignments, labs, tests, mid-term and final exams
- Notification to students whether or not the Student Absence Declaration is approved for use by students in the course
- Notification to students if and how plagiarism detection software is being used by the instructor in the course
- Notification of whether lectures are being recorded and whether or not students may record lectures (subject to change based on unexpected accommodations during the course)
- Include a statement about your expectations around generative AI and large language models (e.g., ChatGPT). See [Dalhousie's AI Guiding Principles](#) for additional information.
- Any other information required by the applicable Academic Unit

Optional items to consider:

- Processes for submission and return of student work
- Netiquette guidelines (highly recommended for online courses)
- Professionalism
- Time frame for responding to student emails
- Ground rules for interactions between students and with instructor(s)
- Technology use in the classroom
- Student Information Requested (information to be completed by student and submitted to instructor), and how confidentiality will be protected
- Trigger warnings/ Content warnings
- How previous feedback from students has been used to improve the course

Online/Blended Courses (Required)

- Minimal technical requirements for technology (laptop/computer/cell phone/tablet specifications including mic and webcam if students will be required to be heard or seen online)
- Required software or online platforms that will be used in the class
- Modes of communication that will be used in the course beyond Dalhousie email and LMS
- How and when students can communicate with you, and how you plan to communicate with them. Set parameters and include a statement about expected response time for messages, emails, and voicemail. Include days of the week, or times of day, during which you will and will not respond
- Virtual office hour times and location (i.e. provide link and identify platform)
- Identify which aspects of the course will be synchronous and which will be asynchronous (NB: synchronous sessions must align to time frames noted for course by the Registrar's

Office.)

- Notify students if online proctoring software will be used in the course*
- Specify exam/test time windows and whether the exam will be synchronous or asynchronous*
- Contingency plan for technical/power related issues during tests/exams*
- Clarify due dates and times with respect to time zone differences
- Notify students if you are using LMS data or other tracking devices to grade online participation
- Notify students that when connecting to online resources from outside Canada, they are responsible for ensuring they are aware of and are observing any applicable laws of the country they are connecting from
- Any other information required by the applicable Academic Unit
- Notify students if class is being recorded and remind students about their rights and responsibilities with respect to lecture recordings and the recording of lectures as per the Classroom Recording Protocol. Identify alternative means of participation and asking questions for students who do not want to be recorded

*See the [Online Exam Toolkit](#) for more information.

Optional items to consider:

- Include links to instructions or tutorials on the use of software platforms
- Netiquette guidelines
- Time Management supports (including subscribing to Brightspace notifications)
- Online participation guidelines (i.e. for discussions and other types of assessments), including tools used for participation and how to use them
- Online group work guidelines where required
- Outline of course modules
- Ergonomics and importance of physical and mental well-being in a fully online learning program

Section B: University Statements

NB: Ideally these statements should be integrated into the learning of the course, cultivating a culture of curiosity and helping to ensure a deeper understanding of their meaning.

Provide the following links and brief statements:

- Territorial Acknowledgement:

Dalhousie University operates in the unceded territories of the Mi'kmaw, Wolastoqey, and Peskotomuhkati Peoples. These sovereign nations hold inherent rights as the original peoples of these lands, and we each carry collective obligations under the Peace and Friendship

Treaties. Section 35 of the Constitution Act, 1982 recognizes and affirms Aboriginal and Treaty rights in Canada. We recognize that African Nova Scotians are a distinct people whose histories, legacies and contributions have enriched that part of Mi'kma'ki known as Nova Scotia for over 400 years.

NB: Instructors are encouraged to create their own personalized land acknowledgement statement in lieu of the Dalhousie statement, to discuss the purpose of the inclusion of the statement with their class and make explicit the connection of their statement with the content of their course. Instructors can encourage students to use the Dalhousie statement in their presentations or create their own personalized land acknowledgement in lieu of this statement.

- Internationalization

At Dalhousie, 'thinking and acting globally' enhances the quality and impact of education, supporting learning that is "interdisciplinary, cross-cultural, global in reach, and orientated toward solving problems that extend across national borders." <https://www.dal.ca/about-dal/internationalization.html>

NB: Instructors can identify global learning outcomes and intercultural competency outcomes for the teaching and learning, and assessment activities and observe the achievement of these outcomes through the formal, informal, and the hidden curriculum.

- Academic Integrity

At Dalhousie University, we are guided in all of our work by the values of academic integrity: honesty, trust, fairness, responsibility and respect. As a student, you are required to demonstrate these values in all of the work you do. The University provides policies and procedures that every member of the university community is required to follow to ensure academic integrity. (read more: http://www.dal.ca/dept/university_secretariat/academic-integrity.html)

- Accessibility

The Student Accessibility Centre is Dalhousie's centre of expertise for matters related to student accessibility and accommodation.

If there are aspects of the design, instruction, and/or experiences within this course (online or in-person) that result in barriers to your inclusion please contact:

- the Student Accessibility Centre (https://www.dal.ca/campus_life/academic-support/accessibility.html) for all courses offered by Dalhousie with the exception of Truro.
- the Student Success Centre in Truro for courses offered by the Faculty of Agriculture (<https://www.dal.ca/about-dal/agricultural-campus/student-success-centre.html>)

Your classrooms may contain accessible furniture and equipment. It is important that these items remain in place, undisturbed, so that students who require their use will be able to fully participate.

- Conduct in the Classroom – Culture of Respect

Substantial and constructive dialogue on challenging issues is an important part of academic inquiry and exchange. It requires willingness to listen and tolerance of opposing points of view. Consideration of individual differences and alternative viewpoints is required of all class members, towards each other, towards instructors, and towards guest speakers. While expressions of differing perspectives are welcome and encouraged, the words and language used should remain within acceptable bounds of civility and respect.

- Diversity and Inclusion – Culture of Respect

Every person at Dalhousie has a right to be respected and safe. We believe inclusiveness is fundamental to education. We stand for equality. Dalhousie is strengthened in our diversity. We are a respectful and inclusive community. We are committed to being a place where everyone feels welcome and supported, which is why our Strategic Direction prioritizes fostering a culture of diversity and inclusiveness (Strategic Priority 5.2). (read more: <http://www.dal.ca/cultureofrespect.html>)

- Student Code of Conduct

Everyone at Dalhousie is expected to treat others with dignity and respect. The Code of Student Conduct allows Dalhousie to take disciplinary action if students don't follow this community expectation. When appropriate, violations of the code can be resolved in a reasonable and informal manner—perhaps through a restorative justice process. If an informal resolution can't be reached, or would be inappropriate, procedures exist for formal dispute resolution. (read more: https://www.dal.ca/dept/university_secretariat/policies/student-life/code-of-student-conduct.html)

- Fair Dealing policy

The Dalhousie University Fair Dealing Policy provides guidance for the limited use of copyright protected material without the risk of infringement and without having to seek the permission of copyright owners. It is intended to provide a balance between the rights of creators and the rights of users at Dalhousie. (read more: https://www.dal.ca/dept/university_secretariat/policies/academic/fair-dealing-policy-.html)

- Originality Checking Software (Mandatory to include if being used)

The course instructor may use Dalhousie's approved originality checking software and Google to check the originality of any work submitted for credit, in accordance with the Student Submission of Assignments and Use of Originality Checking Software Policy. Students are free, without penalty of grade, to choose an alternative method of attesting to the authenticity of their work and must inform the instructor no later than the last day to add/drop classes of their intent to choose an alternate method. (Read more: https://www.dal.ca/dept/university_secretariat/policies/academic/student-submission-of-assignments-and-use-of-originality-checking-software-policy-.html)

- Student Use of Course Materials (optional)

These course materials are designed for use as part of the [course code] course at Dalhousie University and are the property of the instructor unless otherwise stated. Third party copyrighted materials (such as books, journal articles, music, videos, etc.) have either been licensed for use in this course or fall under an exception or limitation in Canadian Copyright law. Copying this course material for distribution (e.g. uploading to a commercial third-party website) may lead to a violation of Copyright law.

Section C: University Policies, Guidelines, and Resources for Support

Dalhousie courses are governed by the academic rules and regulations set forth in the University Calendar and the Senate." (This statement should provide the link to the current University Regulations in the Academic Calendar.)

NB: For up-dated links please see:
Centre for Learning and Teaching
LMS Home Page
Dalhousie Academic Support Page

University Policies and Programs

Important student information, services and resources are available as follows:

University Policies and Programs

- [Important Dates in the Academic Year](#) (including add/drop dates)
- [Classroom Recording Protocol](#)
- [Dalhousie Grading Practices Policy](#)
- [Grade Appeal Process](#)
- [Sexualized Violence Policy](#)
- [Scent-Free Program](#)

Learning and Support Resources

- Academic Support - Advising [Halifax](#), [Truro](#)
- [Student Health & Wellness Centre](#)
- [On Track](#) (helps you transition into university, and supports you through your first year at Dalhousie and beyond)
- [Indigenous Student Centre](#). See also: [Indigenous Connection](#).
- Elders-in-Residence: The [Elders in Residence program](#) provides students with access to First Nations elders for guidance, counsel and support. Visit the office in the [Indigenous Student Centre](#) or contact the program at elders@dal.ca or 902-494-6803.
- [Black Student Advising Centre](#)
- [International Centre](#)
- [South House Sexual and Gender Resource Centre](#)
- [LGBTQ2SIA+ Collaborative](#)
- [Dalhousie Libraries](#)
- [Copyright Office](#)
- [Dalhousie Student Advocacy Service \(DSAS\)](#)
- [Dalhousie Ombudsperson](#)
- [Human Rights & Equity Services](#)
- [Writing Centre](#)
- [Study Skills/Tutoring](#)
- Faculty or Departmental Advising Support (Note: there is a different link for each faculty, and possibly for different departments or programs)

Safety

Required links to provide, if any of the following apply to discipline/course:

- [Biosafety](#)
- [Chemical Safety](#)
- [Radiation Safety](#)
- [Laser Safety](#)