

College of Engineering Syllabus Template

A. Course Information [required for course syllabus and Kuali submission unless otherwise noted]

- a. Course prefix and number
- b. Course title
- c. Credits
- d. [Kuali submission only] General education designation, if applicable
- e. Quarter
- f. Meeting time(s)
- g. **[Exclude from Kuali submission]**
 - i. Meeting location(s)
 - ii. Instructor name, contact information, office hours, and location
- h. **[Exclude from Kuali submission AND syllabus]**
 - i. TA name(s), contact information, office hours, and location

B. Course Content [all sections required for Kuali submission]

Course description/course overview: Describe the basic content of the course and what makes it important or interesting. Describe how the course fits into the context of the discipline.

Learning objectives: Objectives should specify what students should be able to do by the end of the course. Objectives may be specific to the course, major or degree program, and/or ABET criteria. Objectives are most helpful when they are expressed in terms of knowledge and skills that can be readily identified and assessed. For example, the ability to ‘recognize’, ‘differentiate’, ‘apply’, or ‘produce’ is much more readily identifiable than the ability to ‘appreciate’ or ‘understand’.

Examples of specific, measurable learning objectives (based on UW engineering courses) [Instructors should write their own]: By the end of this course, students should be able to...

- i. Calculate voltage, current, and impedance, for both DC and AC signals.
- ii. Write, from scratch, simple programs in Python to plot and filter time functions.
- iii. Describe common air pollution threats and current methods for ameliorating them.
- iv. Determine appropriate and useful prototyping techniques for evaluating a given design, based on the design's characteristics, evaluation criteria, and available time/resources.
- v. Given an engineering scenario, identify embedded ethical problems and describe how you would resolve them, guided by the NSPE professional code of ethics.

Course materials: List all required and optional materials a student will need to be successful in the course. This should include a statement about technology use and technology resources on campus in your syllabus or course website, or both. Any policy on the use of electronics should be included in the syllabus.

C. Grading [all sections required for Kuali submission]

Assignment weight/point distribution: List grades and grade percentages by category (e.g., homework, lab reports, quizzes, exams)

- a. Participation grade contributions should be clearly defined.
- b. Students may be assessed on their participation in the classroom as long as the rubric used to assess the quality of that participation is explicit (i.e., described in detail in the syllabus) and not based solely on attendance.
- c. If teamwork is part of the course grade, there should be clear statements for how individuals will be evaluated and graded on team assignments.
- d. If a course is graded CR/NC, there should be a clear statement informing students how credit is earned (e.g. if the course is out of 100 pts, students need to earn 70 or more points to earn a grade of CR).

Undergrad/Grad courses: If a course is cross-listed 4xx/5xx, the following information is needed:

- e. Additional expectations for students enrolled in 5xx
- f. Differences in grading for students enrolled in 5xx
- g. Differences in conversion to 4.0 scale if different between 4xx and 5xx

D. Course Schedule: Topical Outline [required for Kuali submission]

A topic outline for the course can include the following, with a level of detail the instructor deems appropriate for the class:

- a. Weekly topics, activities, modules
- b. Reading lists
- c. Assignments
- d. Labs
- e. Exams

E. Course Policies

Statements required by law to include on a syllabus and required for Kuali submission

Religious Accommodations [Copy and paste this statement]:

“Washington state law requires that UW develop a policy for accommodation of student absences or significant hardship due to reasons of faith or conscience, or for organized religious activities. The UW’s policy, including more information about how to request an accommodation, is available at Religious Accommodations Policy (<https://registrar.washington.edu/staffandfaculty/religious-accommodations-policy/>). Accommodations must be requested within the first two weeks of this course using the Religious Accommodations Request form (<https://registrar.washington.edu/students/religious-accommodations-request/>).”

Statements required for Kuali submission, with language provided by CEP:

Accommodations & Access [Copy and paste this statement]:

“If you have already established accommodations with Disability Resources for Students (DRS), please communicate your approved accommodations to me at your earliest convenience so we can discuss your needs in this course. If you have not yet established services through DRS, but have a temporary health condition or permanent disability that requires accommodations (conditions include but not limited to; mental health, attention-related, learning, vision, hearing, physical or health impacts), you are welcome to contact DRS at 206-543-8924 or uwdrs@uw.edu or disability.uw.edu. DRS offers resources and coordinates reasonable accommodations for students with disabilities and/or temporary health conditions. Reasonable accommodations are established through an interactive process between the student, instructor, and DRS. It is the policy and practice of the University of Washington to create inclusive and accessible learning environments consistent with federal and state law.”

Academic Integrity: It is required by CEP for course approval that you include a statement about academic integrity in your syllabus. There may be guidelines you want to add that are specific to your class. For example, are students encouraged, or prohibited from, collaborating on homework solutions, lab assignments, or reports? The syllabus should state how academic misconduct in the class is defined by the instructor. The syllabus should state the effect on the student’s grade if the student is found responsible.

Language provided by COE [Copy and paste the following and modify the last sentence for your course]:

“Engineering is a profession demanding a high level of personal honesty, integrity and responsibility. Therefore, it is essential that engineering students, in fulfillment of their academic requirements and in preparation to enter the engineering profession, adhere to the College of Engineering [Statement of Principles](#). Any student in this course suspected of academic misconduct (e.g., cheating, plagiarism, or falsification) will be reported to the College of Engineering Dean’s Office and the University’s Office of Community Standards and Student Conduct to initiate the [student conduct process](#). *Any student found to have committed academic misconduct may receive a zero for their grade on the impacted academic work (e.g., assignments, project, or exams), and academic consequences, with the possibility of expulsion.*”

Sample statement for last sentence [Instructor should adapt or write their own]:

“For any assignment, quiz, or exam that is suspected of academic misconduct, you will be given an “X” grade until after Prof. Y has received notification by the Dean’s office that the conduct process is complete. If a student is found responsible for academic misconduct, the student will receive a grade of zero on the assignment, quiz, or exam. If a student is found not responsible, the student will receive a grade based on the standard grading criteria for that assignment, quiz, or exam.”

Title IX [Copy and paste the following]:

“UW, through numerous policies, prohibits sex- and gender-based violence and harassment, and

we expect students, faculty, and staff to act professionally and respectfully in all work, learning, and research environments. For support, resources, and reporting options related to sex- and gender-based violence or harassment, visit UW Title IX's webpage (<https://www.washington.edu/titleix/>), specifically the Know Your Rights & Resources guide (<https://www.washington.edu/titleix/2022/10/21/title-ix-rights-and-resources-for-uw-students/>).

If you choose to disclose information to me about sex- or gender-based violence or harassment, I will connect you (or the person who experienced the conduct) with resources and individuals who can best provide support and options. You can also access those resources directly:

- Confidential: Confidential advocates (<https://www.washington.edu/sexualassault/support/advocacy/>) will not share information with others unless given express permission by the person who has experienced the harm or when required by law.
- Private and/or anonymous: SafeCampus (<https://www.washington.edu/safecampus/>) provides consultation and support and can connect you with additional resources if you want them. You can contact SafeCampus anonymously or share limited information when you call.

Please note that some senior leaders and other specified employees have been identified as "Officials Required to Report." (<https://www.washington.edu/titleix/title-ix-officials-required-to-report/>) If an Official Required to Report learns of possible sex- or gender-based violence or harassment, they are required to call SafeCampus and report all the details they have in order to ensure that the person who experienced harm is offered support and reporting options (<https://www.washington.edu/titleix/resources/>)."

If relevant to the course, the following statements must be included and the instructor should provide the appropriate language. These statements are not required for Kualī submission.

Course Safety & Hazards: If your course involves environmental or occupational safety or hazards, an instructor should include the syllabus requirements for training, personal protective equipment, and contact information in case of an emergency. The syllabus should also list appropriate building or department specific emergency response protocols and EHS information relevant to the course.

Statements not required for Kualī submission, but optional to include in a course syllabus. If an instructor chooses to include these statements, the preferred language recommended by CEP is included below.

Mental health & wellbeing resources [Copy and paste the following]:

"The following wellbeing & mental health resources are available to you on campus:

- [Let's Talk](#) connects you with support from a counselor without an appointment via drop-in hours.
- [The Counseling Center](#) provides you with personal counseling, assessment, referral, and crisis intervention services (206-543-1240).
- [UW LiveWell](#) provides you with support and case consultation if you are experiencing personal hardship, including academic hardship as the result of extenuating life circumstances (206-543-6085).

- [Husky Health & Well-Being](#) provides you with a central online resource for access to health and wellness services across the campus.
- Academic Advising can help if you are experiencing challenges navigating academic commitments.
- [SafeCampus](#) is here for you to privately discuss mental, emotional, or physical safety and well-being concerns for yourself or others (206-685-SAFE [7233]). SafeCampus's team of caring professionals will provide individualized support, while discussing short- and long-term solutions and connecting you with additional resources when requested.
- [Forefront Suicide Prevention](#) provides information and services to reduce suicide by empowering individuals and communities to take sustainable action, championing systemic change, and restoring hope.
- Crisis Clinic: If you or someone you know experiences a crisis outside of business hours, please call the Crisis Clinic at 206-461-3222 or toll-free at 1-866-427-4747.
- Food and Housing: If you are experiencing food or housing insecurity, you can start with UW Emergency Aid (<https://www.washington.edu/emergencyaid/>) or the UW Food Pantry (<https://www.washington.edu/anyhungryhusky/>).
- Study Centers: <https://www.engr.washington.edu/current/academics/studycenters>

Privacy: If you have aspects of a course that take place over Zoom, it is encouraged by CEP that you include a statement about privacy on campus in your syllabus or course website, or both:

Copy and paste the statement provided by CEP [Instructor modify for your course]:

“It is possible that some aspects of the course will take place over zoom (e.g. office hours). While students are encouraged to turn on their cameras if they are able, there is no requirement or penalty for keeping your camera off. For any session that is recorded on Zoom, the recording will capture the presenter's audio, video and computer screen. The recordings will only be accessible to students enrolled in the course to review materials. These recordings will not be shared with or accessible to the public. The University and Zoom have FERPA-compliant agreements in place to protect the security and privacy of UW Zoom accounts. Students who **do not** wish to be recorded should:

- Choose a Zoom username that does not include any personal identifying information like their name or UW Net ID; and
- Not share their computer audio or video during their Zoom sessions.”

Land Acknowledgement: The following statement is optional and is the land acknowledgement provided by the UW Tribal Relations office, if an instructor would like to include the acknowledgement on their syllabus or course webpage:

“The University of Washington acknowledges the Coast Salish peoples of this land, the land which touches the shared waters of all tribes and bands within the Suquamish, Tulalip, and Muckleshoot nations.”

Departmental resources: An instructor can provide info or content on their syllabus or course website to department-specific resources. These might include:

- a. Contact information for academic advising
- b. Department RSO information
- c. Department feedback forms

- d. List of student representations for GPSS (grad courses), COESAC (undergrad), or a department chair's advisory council
- e. Department IT or computing contact
- f. Department emergency support resources

ADDITIONAL RESOURCES FOR INSTRUCTORS:

Center for Teaching and Learning's syllabus guidance:

<https://teaching.washington.edu/topics/preparing-to-teach/designing-your-course-and-syllabus/>

Center for Teaching and Learning's Grading Resources:

<https://teaching.washington.edu/topics/preparing-to-teach/grading-2/>

Resource for articulating learning objectives:

[*Teaching and Learning STEM: A Practical Guide*](#) (Felder & Brent, 2016), Section 2.1

Office of the University Registrar Syllabus Guidelines and Resources, Grading Resources:

<https://registrar.washington.edu/staffandfaculty/syllabus-guidelines/>

<https://registrar.washington.edu/staffandfaculty/grading-resources/>

Faculty Council on Academic Standards Syllabus Guidelines: <https://s3-us-west-2.amazonaws.com/uw-s3-cdn/wp-content/uploads/sites/71/2014/05/31162808/FCAS-Syllabus-Guidelines-November-15-final.pdf>

Engineering-specific, individual consultation on any teaching/learning matter:

[ET&L, Office for the Advancement of Engineering Teaching & Learning](#)

ENGR 101 Syllabus

College of Engineering, Faculty Guidance for Promoting Academic Integrity:

<https://www.engr.washington.edu/mycoe/academic/integrity>

College of Engineering, Academic integrity and misconduct:

<https://www.engr.washington.edu/current/policies/academic-integrity-misconduct>

Language updates for DRS accommodation statements:

<https://depts.washington.edu/uwdrs/faculty/syllabus-statement/>

Title IX policies:

<https://www.washington.edu/titleix/policies/>