**Syllabus Template - Updated October 5, 2022** (highlights and two asterisks \*\* indicate changes)

To instructors: This template outlines the required sections and contents of an effective course syllabus and provides recommendations and resources for developing a learner-centered syllabus. These guidelines are intended to help ensure that syllabi meet [Higher Learning Commission](https://www.hlcommission.org/Policies/criteria-and-core-components.html) (HLC) policies and Federal Compliance components. A university-wide template has been implemented since Spring 2017.

The format and order of the content is not prescribed, as long as the required components are clearly stated. Departments/programs may have additional requirements. The syllabus should be distributed to students by the first day of class and be available on Blackboard to students throughout the semester.

**Course Number & Title**

**Syllabus – Semester and Year**

**Instructor Information** [Required]

Name

Contact information: Email, phone, office location, etc.

Office hours

**Course Information** [Required]

Credit Hours

Meeting Time(s) and Location(s) [as applicable]

Pre-requisite and/or Co-requisite Courses [as applicable]

[ADD Course Mode and description, per HLC]

[ADD Program Goals, per HLC]

**Welcome Statement - About This Course** [Recommended]

* A brief description, written to the students in a conversational tone, to get students excited about the course and help them feel “invited” into the learning experience this semester.
* Consider answering the following: How will taking the course prepare students for future learning and/or professional work? How will the learning they will engage in during this course connect to their lives outside of the course?
* Course format, student learning methods used, and how students will benefit from them.
* \*\*Here is [an example](https://docs.google.com/document/d/1LHCyCeUSNi-XhMs12oKXhMvzyAGHyeaxr_sTsEdMmu4/edit) of a welcome statement that conveys the above points clearly & warmly.

**Course Description** [Required]

[Copy the description from the [Bulletin](https://bulletin.usi.edu/) here.]

**Course Learning Outcomes** [Required]

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

1. Describe specific, measurable student outcomes that students should be able to learn or do by participating in the course.
2. Start with an action verb such as from [Bloom’s Taxonomy](https://www.celt.iastate.edu/teaching/effective-teaching-practices/revised-blooms-taxonomy/).

**Program Learning Outcomes** [Required, as applicable]

**Textbook and/or Course Materials** [Required]

**Grading, Assignments and Exam Policies** [Required]

* Grading criteria, grading scale, and evaluation of student learning. This includes weighting and anticipated number of assignments and exams, and articulation of expectations.
* Submission policies and procedures, including the time and time zone.
* Policies on late assignments, exams, makeup, resubmissions, and/or re-grading
* Definitions or examples of what is cheating for this course, including permissible and impermissible behaviors. Describe possible sanctions for the levels of violation.

**Course Policies** [Recommended, as applicable]

* In-class or online policies (e.g., discussions, participation, professionalism, civility, behavior)
* Class participation, attendance, absence, and tardiness policies
* Mobile/electronic devices policy
* Communications methods used (e.g., USI email, Blackboard) and expectations
* Policies and procedures specific to online, hybrid, laboratory, studio, field, or clinical courses
* Safety or ethical requirements, procedures, and policies

**Additional Course Information** [Recommended]

* Tips to students on how to be successful in the course
* Student resources (e.g., [Academic Skills](https://www.usi.edu/university-division/academic-skills) and Writing Center hours, [Rice Library](https://www.usi.edu/library/), [IT](https://www.usi.edu/it), [University Health Center](https://www.usi.edu/health-center/), [[Counseling and Psychological Services](https://www.usi.edu/counseling-and-psychological-services) (CAPS)](https://www.usi.edu/counselingcenter))

**Course Outline and Schedule** [\*\*Required]

Course topics/activities and dates, assignment due dates, exam dates, and other key dates.

**University Statements** [Required. The abbreviated version are below.]

Please become familiar with the following university policies and guidance introduced below. For more information, please refer to the [detailed statements](https://www.usi.edu/provost/faculty-resources/syllabus-statements/) or view the links within each section.

**Academic Continuity** [Required. Added May 2020] In the event of an announced campus closure or emergency, it may be necessary for the university to suspend normal operations. During this time, the university may opt to continue instruction through online or alternative modes of delivery. Each student is responsible for monitoring the USI homepage at [www.usi.edu](https://www.usi.edu/) and USI email for important general information and instructions regarding classes.

Academic Integrity [Required. Added May 2020] Students have the right and responsibility to pursue their educational goals with academic integrity, which is the hallmark of truth and honesty in an engaged university community. Please view the [Academic Integrity Policies and Procedures](https://wwwold.usi.edu/media/5634588/student-rights-and-responsibilities-ay-21.pdf).

**Disability Accommodations** [Required] If you have a disability for which you may require academic accommodations for this class, please register with [Disability Resources](https://www.usi.edu/disabilities/) as soon as possible by contacting 812-464-1961, [usi1disres@usi.edu](mailto:usi1disres@usi.edu), or visiting Science Center Room 2206.

Civility and Inclusion [Recommended. \*\*Updated August 2022] The University is dedicated to a culture of civility among students, faculty, and staff. The university embraces and celebrates the many differences that exist among the members of a dynamic, intellectual and inclusive community, and strives to maintain an environment that respects differences and provides a sense of belonging and inclusion for everyone. If you have experienced discrimination, or know someone who has, you may seek help by contacting USI’s Affirmative Action Officer, Chelsea Keaton, at 812-464-1703 or at [title.IX@usi.edu](mailto:title.IX@usi.edu). Find more information in the [Student Rights and Responsibilities: Code of Student Behavior](https://wwwold.usi.edu/media/5632120/code-2020-2021.pdf) and [Equal Opportunity and Non-Discrimination policy](https://handbook.usi.edu/equal-opportunity-and-nondiscrimination-policy).

**Title IX – Sexual Misconduct** [Required. \*\*Updated August 2022] The University of Southern Indiana is committed to providing a safe learning, living and working environment free from discrimination. Sexual misconduct and incidents of interpersonal violence deeply interrupt the collegiate experience, and USI is dedicated to ensuring a campus that is free of these types of incidents in order to promote community well-being and student success. USI encourages individuals who believe that they have been sexually harassed, assaulted or subjected to sexual misconduct to seek assistance and support.   
Confidential resources are available on campus at [Counseling and Psychological Services](https://www.usi.edu/counseling-and-psychological-services/) (CAPS) and the [University Health Center](https://www.usi.edu/health-center) (UHC). For a full list of resources, support opportunities, and reporting options, contact Chelsea Keaton, the University Title IX Coordinator, at 812-464-1703, email the office at [title.IX@usi.edu](mailto:title.IX@usi.edu), or stop by the Title IX office in the Wright Administration Building, Forum Wing, Suite 171.

**Student Basic Needs** [Recommended. Added August 2018] Students who have difficulty affording food on a regular basis or lack a safe place to live and believe this may affect their class performance are encouraged to contact the [Dean of Students Office](http://www.usi.edu/deanofstudents) and view a [list of resources](https://www.usi.edu/financial-success/financial-wellness/).

**COVID-19 Safety** [Recommended. \*\*Updated September 2022] The University of Southern Indiana is committed to providing a safe, on-campus learning environment for students and employees. It the responsibility of each person at USI to reduce the risk for COVID-19 transmission and contribute to the overall safety of the campus community.

Anyone testing positive for COVID**-**19 should fill out the self-reporting form, remain off campus and contact their primary care physician for evaluation. Notifications regarding your isolation and return date will be sent to faculty for students. Please see the [COVID-19 Information](https://www.usi.edu/covid-19) website for more information and links to the self-reporting form.

**Online Materials and Recordings** [Recommended. Added August 2020]

**Course Materials.** My lectures and course materials, including presentations, tests, exams, outlines, and similar materials, are protected by copyright. I am the exclusive owner of copyright in those materials I create. I encourage you to take notes and make copies of course materials for your own educational use. However, you may not, nor may you knowingly allow others to reproduce or distribute lecture notes and course materials publicly without my express written consent. This includes providing materials to commercial course material suppliers such as Course Hero, Chegg, and other similar services. Students who publicly distribute or display or help others publicly distribute or display copies or modified copies of an instructor's course materials may be in violation of The [Student Rights and Responsibilities: Code of Student Behavior](https://wwwold.usi.edu/media/5634588/student-rights-and-responsibilities-ay-21.pdf). Similarly, you own copyright in your original papers and exam essays. If I am interested in posting your answers or papers on the course web site, I will request your written permission.

**Recorded Class Sessions.** Some of the sessions in this course may be recorded or live-streamed. Such recordings/streaming will only be made available to students registered for this class. Students may not share these sessions with others not in the class or upload them to any other online environment. Doing so would be a breach of the Code of Student Conduct, and, in some cases, a violation of the Federal Education Rights and Privacy Act (FERPA).

**Proctorio** [Recommended, as applicable. Added September 2022]

Online exams and quizzes within this course require online proctoring. Therefore, you will be required to have a webcam (USB or internal) with a microphone when taking an exam or quiz. You will have to use Google [Chrome web browser](https://www.google.com/chrome/downloads/) or [Microsoft Edge web browser](https://www.microsoft.com/en-us/edge) and download [Proctorio Extension](https://getproctorio.com/). Please view additional information on the [Online Proctoring Student FAQ](https://www.usi.edu/online-learning/student-services/) webpage.

If you need privacy or a stable internet connection, the Rice Library offers space with a computer for taking your proctored tests. There are rooms available during the library’s open hours on a first-come, first-served basis. You can reserve a room online up to 30 days in advance with the [booking calendar](https://usi.libguides.com/appointments).

**Syllabus Change Policy** [Required. Suggested wording provided here.] This syllabus is a guide to the course and is subject to change with reasonable advanced notice as course needs arise.

**Resources for Developing an Effective Syllabus** [For instructor’s use.]

[Creating the Foundation for a Warm Classroom Climate](https://www.psychologicalscience.org/observer/creating-the-foundation-for-a-warm-classroom-climate#.WDtWWeErKRu). Harnish, R.J. et al. (2011). Association for Psychological Science Observer. [This teaching tip article provides examples on how to transform syllabus statements into warm and inviting communication to your students.]

[Seven Ways to Make Your Syllabus More Relevant](https://www.facultyfocus.com/articles/course-design-ideas/seven-ways-to-make-your-syllabus-more-relevant/). Moore, C. (2019). Faculty Focus.  
[This article offers design elements to help students relate to the syllabus content, prepare them for the course, and focus on the learning goals ahead.]

[The Syllabus from a Student Perspective](http://www.thetattooedprof.com/wp-content/uploads/2019/09/The-Syllabus-from-a-student-perspective.pdf). Gannon, K. (2019)  
[This checklist helps guides the specific information that answers questions relevant to your students. Consider presenting some of this content as a FAQ or Q&A.]

[How to Create a Syllabus](https://www.chronicle.com/interactives/advice-syllabus). Gannon, K. (2019). The Chronicle of Higher Education.  
[This interactive guide and 3-part series takes a faculty perspective on developing our course syllabus while considering how to make the syllabus an entry point and invitation to the course for our students.]

[Tips Round-up: Syllabi](https://higheredpraxis.substack.com/p/tips-round-up-syllabi). Bayraktar, B. (2022). [Creating an engaging and student-centered syllabus.]

[Syllabus Review Guide](https://collegetransitioncollaborative.org/syllabus-review-guide/" \o "syllabus-review" \t "_blank). Student Experience Project. [A step-by-step guide for syllabus development or revision for creating a course that promotes equity, belonging, and growth for all students.]

[The 3 Essential Functions of Your Syllabus](https://www.chronicle.com/article/The-3-Essential-Functions-of/228909), Part 2. Lang, J. (2015). The Chronicle of Higher Education.   
[This article offers strategies to help ensure that students read and become familiar with the syllabus.]

[Constructing a Learner-Centered Syllabus: One Professor's Journey](https://www.ideaedu.org/Portals/0/Uploads/Documents/IDEA%20Papers/IDEA%20Papers/PaperIDEA_60.pdf). Richmond, A. (2016). IDEA Center Paper #60. [This paper provides example learner-centered components and a self-assessment.]

**Inclusion and Accessibility Considerations**

[Inclusion By Design: Survey Your Syllabus and Course Design](https://drive.google.com/file/d/0B0ulz5eHbyjYdmY0eF9ablRRcHM/view) - A Worksheet. Brantmeier, Broscheid, & Moore (2017). [A tool to examine the tone and design of your course from an inclusion perspective.]

[Inclusive Syllabus Language](https://sites.lsa.umich.edu/inclusive-teaching/inclusive-syllabus-language/). University of Michigan (2017). [This webpage provides sample language to communicate expectations to students in an inclusive manner.]

[UDL Syllabus](http://udloncampus.cast.org/page/planning_syllabus). UDL On Campus, CAST. [This webpage offers guidance for developing the syllabus elements while considering University Design for Learning (UDL).]

[Creating Accessible Documents](https://www.washington.edu/accessibility/documents/). University of Washington.  
[This website offers helpful tips for creating accessible documents from common applications.]

[Course Workload Estimator](https://cte.rice.edu/workload/). Rice University [This tool estimates a student's out of class hours/week based on the planned reading, assignments, and assessments.]

**Developing Course Objectives and Outcomes**

[Course Objectives & Learning Outcomes](https://resources.depaul.edu/teaching-commons/teaching-guides/course-design/Pages/course-objectives-learning-outcomes.aspx). DePaul University Teaching Commons.  
[This webpage guides you through writing outcomes and provides helpful examples.]

[Revised Bloom’s Taxonomy](https://www.celt.iastate.edu/teaching/effective-teaching-practices/revised-blooms-taxonomy/). Iowa State University Center for Excellence in Learning and Teaching   
[This is a helpful guide with examples of using Bloom’s taxonomy.]

[Writing Learning Intended Outcomes](https://poorvucenter.yale.edu/IntendedLearningOutcomes). Yale Poorvu Center for Teaching and Learning   
[This webpage provides guidance and examples on writing course learning outcomes.]

[Tip: Writing Learning Outcomes](https://higheredpraxis.substack.com/p/tip-writing-learning-outcomes). Bayraktar, B. (2021).   
[Simple explanations and tips on writing outcomes: "What do students need to know and be able to do at the end of the course?" This is part of a [Backward Design](https://higheredpraxis.substack.com/p/tip-planning-by-design) series.]

**University Statements** [Detailed versions of the university statements are below; see above for the abbreviated versions.]

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Academic Integrity [Required. Added May 2020]  
Academic integrity is the hallmark of truth and honesty in an engaged university community. Students have the right and responsibility to pursue their educational goals with academic integrity. All members of the university are accountable for their actions in maintaining high standards of academic integrity. Students are responsible for completing academic requirements without action and/or material that violate academic integrity. Please view the [Academic Integrity Policies and Procedures](https://wwwold.usi.edu/media/5634588/student-rights-and-responsibilities-ay-21.pdf).

**Disability Accommodations** [Required]

**For on-campus courses** [Required - Select the appropriate version. \*\*Updated August 2021]

If you have a disability for which you may require academic accommodations for this class, please register with Disability Resources as soon as possible. Students who have an accommodation letter from DR are encouraged to meet privately with course faculty to discuss the provisions of those accommodations as early in the semester as possible. To qualify for accommodation assistance, students must first register with [Disability Resources](http://www.usi.edu/disabilities) at Science Center Rm. 2206, 812-464-1961. To help ensure that accommodations will be available when needed, students are encouraged to meet with course faculty at least 7 days prior to the actual need for the accommodation. However, if you will be in an internship, field, clinical, student teaching, or other off-campus setting this semester please note that approved academic accommodations may not apply. Please contact Disability Resources as soon as possible to discuss accommodations needed for access while in this setting.

**For online learning courses** [Required - Select the appropriate version. Updated June 2019]

If you have a disability for which you may require academic accommodations for this class, please contact Disability Resources at 812-464-1961 or email Disability Communications at [usi1disres@usi.edu](mailto:usi1disres@usi.edu) as soon as possible. Students who are approved for accommodations by Disability Resources should request their accommodation letter be emailed to them to forward to their online instructors. Due to the nature of online courses some accommodations approved for on campus courses may not apply. Please discuss this with Disability Resources to clarify as needed. Students who receive an accommodation letter from Disability Resources are encouraged to discuss the provisions of those accommodations with their professors before or during the first week of the semester. If you will be in an internship, field, clinical, student teaching, or other off-campus setting this semester please note that approved academic accommodations may not apply. Please contact Disability Resources as soon as possible to discuss accommodations needed for access while in this setting. For more information, please visit the [Disability Resources](http://www.usi.edu/disabilities) website.

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USI encourages individuals who believe that they have been sexually harassed, assaulted or subjected to sexual misconduct to seek assistance and support. Confidential resources are available on campus at [Counseling and Psychological Services](https://www.usi.edu/counseling-and-psychological-services/) (CAPS) and the [University Health Center](https://www.usi.edu/health-center) (UHC).

As Responsible Employees, all faculty, staff, and administrators of the University community (except those noted above) are not considered confidential resources and are required to report incidents of sexual misconduct to the University Title IX Coordinator. The University will work with complainants to protect their privacy by sharing information with only those who need to know to ensure that USI can respond and assist. For a full list of resources, support opportunities, and reporting options, contact Chelsea Keaton, the University Title IX Coordinator, at 812-464-1703 ~~or Dameion Doss, Deputy Title IX Coordinator, at 812 464-1835~~. Additionally, you may email the office at [title.IX@usi.edu](mailto:title.IX@usi.edu) or stop by the Title IX office located in the Wright Administration Building, Forum Wing, Suite 171.

Civility and Inclusion [Recommended. \*\*Updated August 2022]

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At this time, USI is not requiring face coverings or physical distancing with the exception of return to campus after testing positive for COVID-19. ~~Face coverings are welcome, but not required, on campus. Be aware they may be required in certain locations, such as healthcare and laboratory settings.~~

~~If a student or instructor tests positive for COVID-19, the university safety committee will work with the college dean, Dean of Students and/or Human Resources, and the Provost Office to determine the next steps for classroom instruction and other safety measures.~~

**Online Materials and Recordings** [Recommended. Added August 2020]

**Course Materials**

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Online exams and quizzes within this course require online proctoring. Therefore, you will be required to have a webcam (USB or internal) with a microphone when taking an exam or quiz. You will have to use Google [Chrome web browser](https://www.google.com/chrome/downloads/) or [Microsoft Edge web browser](https://www.microsoft.com/en-us/edge) and download [Proctorio Extension](https://getproctorio.com/). Please have your Student ID or Government Issued Photo ID ready to show at the start of the exam.

Students are strictly responsible for ensuring that they take all exams using a reliable computer and high-speed internet connection.

Find a private, quiet, and comfortable location to take your exam. Depending on the settings of your exam, you may be asked to do a room scan; turning your web camera to look at the room. Please note, recordings from any private residence must be done with the permission of all persons residing in the residence. You must ensure that any recordings do not invade any third-party privacy rights and accept all responsibility and liability for violations of any third-party privacy concerns.

If you need more privacy or a stable internet connection, the Library offers space with a computer for taking your proctored tests. There are rooms available during the library’s open hours on a first-come, first-served basis. You can reserve a room online up to 30 days in advance with the [booking calendar](https://usi.libguides.com/appointments), which is recommended given the limited availability. For more information about the Rice Library’s Proctorio/Zoom Rooms, please email [libcirc@usi.edu](mailto:libcirc@usi.edu).

Setup information will be provided prior to taking the proctored exam. You do not need to schedule exams ahead of time, simply go into [Blackboard](https://www.usi.edu/online-learning/student-services/) and take the exam. For additional information about online proctoring, you can visit the [Online Proctoring Student FAQ](https://www.usi.edu/online-learning/student-services/) webpage.

For remote proctoring, you must have:

* Webcam w/ Microphone
* [Google Chrome](https://nam11.safelinks.protection.outlook.com/?url=https%3A%2F%2Fwww.google.com%2Fchrome%2F&data=05%7C01%7Camy.chanhilton%40usi.edu%7C6acbf7887cc441679f7108da98155832%7Cae1d882c786b492c90953d81d0a2f615%7C0%7C0%7C637989514685840218%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0%3D%7C3000%7C%7C%7C&sdata=aru69LterFHESqQ51ka5hUB8jPsQ%2Bu1cQHb9dazHjJA%3D&reserved=0) OR [Microsoft Edge](https://nam11.safelinks.protection.outlook.com/?url=https%3A%2F%2Fwww.microsoft.com%2Fen-us%2Fedge&data=05%7C01%7Camy.chanhilton%40usi.edu%7C6acbf7887cc441679f7108da98155832%7Cae1d882c786b492c90953d81d0a2f615%7C0%7C0%7C637989514685840218%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0%3D%7C3000%7C%7C%7C&sdata=kDALJ%2BRaAqGtl4lzRaYBlR9dFqmUeoY6WLEql0UzyKM%3D&reserved=0) & Download [Proctorio Extension](https://nam11.safelinks.protection.outlook.com/?url=https%3A%2F%2Fgetproctorio.com%2F&data=05%7C01%7Camy.chanhilton%40usi.edu%7C6acbf7887cc441679f7108da98155832%7Cae1d882c786b492c90953d81d0a2f615%7C0%7C0%7C637989514685840218%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0%3D%7C3000%7C%7C%7C&sdata=jDCXMDXZvktbWHGIIufQe1qXsfS%2BipKu3%2BThCxwY8ug%3D&reserved=0)
* Student or Government Photo ID
* Reliable Internet Connection
* Quiet, private location
* Be prepared to scan room w/ camera

Proctorio offers 24/7 support is available by email at [support@proctorio.com](mailto:support@proctorio.com) and chat through Proctorio Extension.

**Student Basic Needs** [Recommended. Added August 2018]

Students who have difficulty affording food on a regular basis or lack a safe place to live and believe this may affect their class performance are encouraged to contact the [Dean of Students Office](http://www.usi.edu/deanofstudents). A [list of resources](https://www.usi.edu/financial-success/financial-wellness/) also is available.

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