IU | SCHOOL OF EDUCATION

Schedule of Classes Guide

June 2024

Schedule of Classes Guide

Your Role in Creating the Schedule of Classes

For the SoE Scheduling Office to create each semester's course offerings, departments must provide detailed information on enrollment limits, instructors, meeting information, enrollment restrictions, and more.

The Scheduling Office uses the schedule of classes to give departments the most flexibility and control over their schedule. Each term's schedule begins with a copy of the previous matching term (e.g., next fall's schedule starts with a copy of the previous fall's schedule). Departments review this prior term copy, correcting information and adding new classes which the Scheduling Office enters directly in the **Student Information System (SIS)**.

There are many policy and operational requirements that drive the schedule of classes and which affect financial aid, the bursar, campus space, advising, and degrees. This guide gives an overview of these policies.

Get help with the schedule

Throughout the build process, the SoE Scheduling Office is available to assist. We also provide training for new department administrators.

For more information about training and access to resources, email our schedule team at **edsched@iu.edu**.

Scheduling Timeline

Building a schedule of classes requires a strict timeline. It takes a lot to put together a schedule of classes—from coordinating faculty schedules to determining what courses are needed. This is why the Scheduling Office works hard to give departments as much time as possible to edit a term's schedule build.

Best practice—for everyone—is to have an accurate schedule of classes completed in time for room scheduling.

A schedule build occurs in stages. We've listed here the major periods that make up the build process. Specific dates are shared with department administrators when the schedule is released for editing.

Prior term copy

Each schedule begins with a copy of the most recent like term (fall gets copied to fall, spring to spring.) For IUB, this process occurs in the second month of the term.

- Fall: September
- Spring: March
- Summer: August

The Office of the Registrar takes a few weeks to make important preliminary edits to this copy before releasing the schedule to schools.

Full edit access

The schedule opens for full editing by departments. Departments typically have 2 months of full edit access.

Room scheduling

Full edit access ends when the schedule is submitted by the Scheduling Office to the Registrar. During this time, no edits to the schedule are allowed.

Limited edits

After initial room assignments have been made, the schedule is reopened for limited editing access. During this period, changes which affect day and time or add addi-

tional sections are prohibited or put into a tentative status pending room availability. Many other fields also become restricted during this period. Changes must be coordinated with the School of Education Scheduling Office.

Schedule publishing

The schedule is published online so students can prepare for registration. At this time, edits to certain values may be prohibited or cautioned. For example, course day/time changes now may affect a student's degree progress.

Enrollment/Registration

Once enrollment begins for a term, changes to the schedule of classes become very difficult to accommodate for both students and administrators.

For example, after a student has enrolled in an online course, changing to an in-person instruction mode could cause major difficulty for their schedule.

Administratively, adjustments during this period require the Scheduling Office and Office of the Registrar to process complex changes, communicate with affected students, revisit classroom assignments, and coordinate with the bursar and Office of Student Financial Services on financial adjustments.

Please be judicious in any changes to your schedule after registration begins.

Planning Course Offerings

Two major factors determine how, when, and what courses can be offered in a term: the course catalog and the academic calendar.

The course catalog

When a department requests a new course, there are many variables that affect the schedule of classes. Can the course be offered Satisfactory/Fail? Can it have a variable title? Can a student repeat it for credit?

The way a course is created dictates how it can be offered on the schedule and what effect it will have on a student's record. For example, if you indicate a course should not be repeatable for credit, then a student who attempts to enroll in the course a second time will automatically receive a repeat warning.

Changing an existing course

To change the way a course is being offered, a department may need to submit a **course change request**. Note that routing and approvals can take time to complete. Until the catalog is updated, changes cannot be made on the schedule.

If you have questions about how CARMin values will affect the schedule, contact the SoE Scheduling Office at **edsched@iu.edu**.

Learn more about requesting or changing courses.

The Academic Calendar

IUB has different academic careers (e.g., UGRD, GRAD, LAW), and each career has a unique academic calendar. Courses are associated with a career and based on the term dates in that career's academic calendar.

Academic calendar example

Here's an example of the undergraduate academic calendar and how it affects the schedule of classes. Although this is an example, the rules covered here apply to all careers.

Undergraduate courses—and the majority of courses at IUB—are scheduled based on an academic term. There are three major terms (fall, spring, and summer), within which are sessions (e.g., first eight weeks, second eight weeks, thirteen weeks, sixteen weeks). Every course must be scheduled within a session.

When your curriculum allows, we strongly encourage you to use standard session dates.

Processes that affect student enrollment, such as **eAdd/eDrop**, work more smoothly for standard session courses than for those scheduled with nonstandard dates. Additionally, the U.S. Department of Education has financial aid regulations prohibiting certain nonstandard scheduling.

See the official calendar.

Required Details

All fields in the schedule of classes have a purpose.

There are many details in the schedule beyond what courses will be offered when. Every field in the distributed schedule of classes may affect:

- What information students see in iGPS
- What fees are sent to the bursar
- What gets captured in institutional research data

In this section, you'll learn about some of the critical pieces of the schedule of classes.

Class meeting times

Standard meeting patterns are critical for three reasons:

- To offer efficient, effective class scheduling for students
- To ensure optimal use of classroom resources
- To meet minimum standards for an academic credit hour

Topics/variable title courses

Occasionally, departments choose to offer a course that:

- Addresses a special topic
- Relates to a current event
- Allows the department to evaluate demand for a new area of study

Note that designating a course as a special topic/variable title course is not intended to allow units to avoid the course remonstrance process.

If a course has been approved for a variable title, you can request new variable titles by emailing **edsched@iu.edu**.

Prerequisites and enrollment requirements

There are many reasons courses may be restricted to certain student populations. A course could be limited to majors or to students who've taken earlier courses in a sequence. Regardless of the reason, the Office of the Registrar requires departments

to accurately reflect restrictions to enrollment in these ways:

- Enrollment requirements groups (ERGs). Enrollment requirement groups are prerequisite information built into SIS that allows the system to perform a check at the point of enrollment. An ERG may restrict enrollment to a specific major, class standing, grade in a prior course, test score, or any combination of the above.

- Class permissions. At times, an ERG isn't the best option for restricting enrollment. For example, enrolling for a study abroad course may require a student to be accepted into a study abroad program. With no way to verify this in the SIS, using a class permission or department consent is permitted.

- Class notes. All ERGs and class permissions should have a matching class note making these restrictions clear to students. All class permission notes should provide information about whom a student should contact to seek permission to enroll.

Combined and block enrollment

At times, departments may need to group courses together for curricular or enrollment purposes. The Scheduling Office coordinates this by building combined courses or block enrollment courses.

Meeting schedule deadlines for submitting these requests is critical.

Combined enrollment

Combining classes allows two different classes to meet together. This often is necessary when classes are cross listed between two different departments or careers.

Submitting a combined course request is important, because if the classes aren't grouped together in the system the Scheduling Office won't be able to assign an appropriate classroom. You run the risk of being assigned a classroom that's not large enough to hold both classes together.

Classes can be combined in two ways: by splitting enrollment equally or by using combined enrollment.

Split enrollment equally

Class A and class B can be combined so each has 15 dedicated seats, for an overall enrollment capacity of 30. With this option, class A could be closed with a waitlist while class B still has available seats.

This is often used when two departments each want to maintain seats for their subject area, or when maintaining dedicated seats for undergraduates and graduate students is necessary.

Use combined enrollment

Classes A and B can be combined with an overall enrollment capacity of 30, regardless of which class gets the enrollment. Class A may have 23 students, while class B has 7. Until the overall enrollment cap of 30 is reached, both classes remain open.

This is most often used for classes within a department or academic unit when separate enrollments are less critical than filling the offering.

Block enrollment

Block enrollment is used when students must take several classes together. The block is set up so students cannot add or drop one class without adding or dropping the other(s). Be sure to notify the Scheduling Office early to allow time to create these co-requisite courses in the SIS.

The Scheduling Office must work with the registrar to build a block enrollment class to carry the credit hours from the group of classes and to have a meeting pattern (time, day, location, topic, and instructor) for each class. After the first week of the semester, the registrar breaks the block into individual classes on the student's behalf. At that point, further enrollments are managed administratively.

Grading Basis

The Grading Basis determines the way in which an instructor will grade a class. The default grading is GR1. If approved in the Course Catalog, S/F grading (SF2) may be used.

The following components/instruction types require either GR2 or SF2 as their grading basis: Clinic, Independent Study, Internship, Recitation, Readings, and Research. Other grading schemes are used by certain classes upon approval, such as OVS (overseas Study), NOG (Block Classes) and NC (Non-Credit)

- GR1 allows letter grading of A-F

- GR2 allows letter grading of A-F and R

- S/F allows only S for Satisfactory or F for Fail

- SF2 allows only S for Satisfactory or F for Fail or R

Instruction Modes

As pedagogy changes and technology advances, the way instruction is delivered also changes. Accurate instruction modes are critical for federal and state reporting, bursar billing, and to set student expectations for course delivery.

It is up to faculty to articulate their course delivery to schedulers so they can implement the appropriate coding.

Code	Meaning	Description
OA	Online All	100% of instruction is provided entirely through asynchronous online education in which the student is not bound by place or time. No on-campus meetings are required. Any synchronous live video course activities should be optional and/or recorded for later viewing with no additional penalties or hardships for the student (e.g., having to write a paper to "make up" for missing a live video lecture).
OI	Online Interactive	76% to 99% of instruction is provided through asynchronous online education. Students are required to come to a physical campus location at least once during the semester. Like 100% online classes, any synchronous live video course activities should be optional and/or recorded for later viewing.
HY	Hybrid, Traditional	26% to 75% of the instruction is provided through asynchronous online or synchronous live video instruction. The remainder of the instruction is provided through traditional face-to-face instruction. Regular on-campus meetings are required.
HD	Hybrid, Distance	26% to 75% of the instruction is provided through asynchronous online education. The remainder of the instruction is provided by synchronous live video instruction. No on-campus meetings are required.
DO	Distance, Other	76% to 100% of the instruction is provided by synchronous live video instruction. Some on-campus class meetings may be required.
P	In-Person	Traditional campus-based face-to-face instruction. Only 0% to 25% of the instruction may be offered online.

IN	Internship/Practica	Internships are experiential learning experiences in a work setting, generally related to a student's career objective. Internships must be supervised by a qualified professional at the organization where the internship is being conducted. The internship may consist of full-time or part-time work, be paid or unpaid and may be taken for credit or independently for no credit by the student for the purpose of gaining practical experience. Practica is a practical work experience in a particular field that is conducted concurrently or consecutively with educational instruction.

IS	Independent/Directed Study	Classes where instructors interact individually with students through a flexible format.

Manage Pre-requisites

All about enrollment restrictions

Enrollment restrictions are designed to ensure students meet certain criteria in order to register for a course. Students who don't meet these criteria are instructed to contact the department offering the course to find out what's required to become eligible to take the course.

There are four types of restrictions:

Class permissions

During registration, any class that requires specific approval for a student to enroll will have department consent assigned. Departments should have information in the class note telling students where to obtain permission. Any student may seek permission to take the class. Departments may occasionally use class permissions to allow a student to enroll in a closed class.

School code authorizations/permissions

Classes are sometimes restricted to students who are enrolled in the school offering the course. A student who is not enrolled in the school may seek permission to take the class.

Class standing restrictions

In some cases, departments require students to have a certain class standing (e.g., sophomore, junior) to register for a class. Students whose standing doesn't meet the minimum requirement may seek permission to take the class.

Career (level) restrictions

Undergraduate students are restricted from registering in graduate-level courses without specific permission from the graduate course instructor. This restriction is in place for two reasons:

- Transcript statistics are sorted into undergraduate, graduate, medical, dental, and law categories. If an undergraduate student were to enroll in a graduate-level course, that course would be calculated in the undergraduate hours earned and GPA. Generally, students would want a graduate-level course included in

their graduate GPA.

- Undergraduate students pay less in tuition and fees than do graduate students, so they're restricted to undergraduate courses as part of the registration system.

Assign Teaching Space

How instructional classrooms are assigned

The Office of the Registrar is a steward for ensuring that IUB manages physical resources in alignment with institutional goals. The office is responsible for effective use of all instructional classrooms, even those scheduled by individual departments.

Your responsibilities

Departments play a role in the scheduling of both registrar-controlled classrooms and departmentally controlled classrooms.

Registrar-controlled classrooms

Many classrooms are scheduled by the registrar. In order to meet campus use expectations in all rooms, it's critical for departments to provide a complete schedule by the scheduling deadlines.

A portion of **registrar-controlled rooms** have established priority assignment agreements for particular schools. Departments are given priority only when they meet schedule build timelines and factors such as class size compared to room capacity are considered. This does not give a department exclusive use or the right to bump another school's course from a room.

Departmentally controlled classrooms

The School of Education has **classrooms they're responsible for scheduling**. Departments must communicate to the Scheduling Office the scheduling of those rooms in the schedule of classes.

Schools are expected to assign their space to the fullest extent possible, which may include scheduling space for users outside of the school.

The registrar maintains information about classroom assignments regardless of who controls them, for three important reasons:

- So university officials know where to find students and faculty in case of emergency.
- So the university can create accurate reports about classroom use.
- So students have classroom information when they register.

General rules of classroom assignments

It is incumbent upon us as members of the University Community to use University resources wisely. Teaching facilities are a significant resource, and the availability of teaching facilities is finite.

Academic classroom space is not owned by academic units. Accordingly, classrooms are assigned and coordinated by one scheduling office.

In an effort to provide a course schedule that is conflict-free and results in an equitable distribution of these resources, the Bloomington Campus Calendar and Schedule Committee has developed policies governing the preparation and submission of schedule copy to the Office of the Registrar. These policies were developed in the spirit of providing course scheduling that permits access to available offerings by the greatest number of students and that allows the best match between the specific needs of the courses being offered and the existing facilities.

Classroom Assignment Policy

Most of the policies defined in this guide are not new. They have been revised in a way that more clearly delineates priorities in room assignment. Some departments have already developed schedules that comply with these policies. Others will need to revise their scheduling practices in order to achieve priority in room assignment.

Standard Time Modules

Schedule your classes during standard time modules

To ensure efficient, effective class scheduling, IUB sets forth specific blocks of instructional minutes depending on the number of units a course encompasses and the day(s) of the week courses are taught.

Time modules marked with an asterisk (*) are considered prime instructional time at IUB.

Fall and spring semesters (16 weeks)

50 Minute (MWF)		75 Minute (TR)	
8:00 am	8:50 am	8:00 am	9:15 am
9:10 am*	10:00 am	9:35 am*	10:50 am
10:25 am*	11:15 am	11:10 am*	12:25 pm
11:35 am*	12:25 pm	12:45 pm*	2:00 pm
12:45 pm*	1:35 pm	2:20 pm*	3:35 pm
1:55 pm*	2:45 pm	3:55 pm	5:10 pm
3:10 pm*	4:00 pm	5:30 pm	6:45 pm
4:20 pm	5:10 pm	7:05 pm	8:20 pm
5:30 pm	6:20 pm	8:40 pm	9:55 pm
6:40 pm	7:30 pm		
7:55 pm	8:45 pm		

Summary

Four Week Sessions

Class Meeting Options (for 3 credit courses)	
Days	5 per week
Length	130 minutes
Times	8:10 am – 10:20 am 10:45 am – 12:55 pm 1:25 pm – 3:55 pm 4:05 pm – 6:15 pm

Six Week Sessions

Class Meeting Options (for 3 credit courses)		
Days	4 per week	5 per week
Length	110 minutes	75 minutes
Times	8:30 am – 10:20 am 11:00 am – 12:50 pm 1:40 pm – 3:30 pm 4:20 pm – 6:10 pm	8:45 am – 10:00 am 11:15 am – 12:30 pm 2:00 pm – 3:15 pm 4:40 pm – 5:55 pm

Eight Week Sessions

Class Meeting Options (for 3 credit courses)	
Days	5 per week
Length	60 minutes
Times	8:00 am – 9:00 am 9:20 am – 10:20 pm 10:40 am – 11:40 am 12:00 am – 1:00 pm 1:20 pm – 2:20 pm 2:40 pm – 3:40 pm 4:00 pm – 5:00 pm 5:20 pm – 6:20 pm

Full Term (12 Weeks)

Class Meeting Options (for 3 credit courses)		
Days	4 per week	2 per week (MW or TR only)
Length	50 minutes	110 minutes
Times	8:10 am – 9:00 am 9:20 am – 10:10 am 10:45 am – 11:35 am 12:05 am – 12:55 pm 1:25 pm – 2:15 pm 2:45 pm – 3:35 pm 4:05 pm – 4:55 pm 5:25 pm – 6:15 pm	8:30 am – 10:20 am 11:00 am – 12:50 pm 1:40 pm – 3:30 pm 4:20 pm – 6:10 pm

Reserve Conference Room or Classroom Space

Overview

Scheduling of classrooms and Conference Room scheduling uses 25LivePro. All School of Education faculty and staff can use this platform to find and reserve rooms within the Education building.

25LivePro Basics

25LivePro is a web application and can be launched from **One.IU**. Simply search for "25LivePro" (or even just "25").

Confirm Permissions

Everyone at IU has the ability to access this service, but access to view and reserve specific rooms must be manually requested. The first time you access 25LivePro, you should follow the steps below to confirm that you have the necessary access.

1. From the 25LivePro home, click **Go to Search**
   Skip this step if you just logged in - opening 25LivePro from One.IU opens the search page by default
2. In the **Select Object** dropdown menu, select **Locations**
3. In the search text box, type "`BLED`"
4. Click **Search**

You should see a list of search results. At time of publishing, there were 63 locations matching the search term "BLED" representing all reservable rooms (conference rooms, class- rooms, Atrium, Balcony) in Bloomington-Education. If instead you see a message saying simply "No Results" you likely have not been granted the necessary access.

Contact **edsched@indiana.edu** to request access to view and reserve rooms in the Education building via 25LivePro.

View Room Information

Use these steps when you want to identify available rooms and their availability. This can be useful if you are in the early stages of planning an event with very particular needs and you want to find some dates and times when rooms meeting those needs are available.

If you already know when your event will take place, it is typically easier to use the instructions in the next section, "Schedule a Meeting or Event," instead.

Search for Rooms

1. From the 25LivePro home page, click **Go to Search**
   You can skip this step if you have just launched 25LivePro from One.IU; the Search page open by default when you first launch the application.

2. In the **Select Object** drop down menu, choose **Locations**

3. In the search text box, type "`BLED`" (short for Bloomington Education).

   a. You can search for a specific room by adding the room number, for example "`BLED 2140`" to find Conference Room ED 2140.

   b. You can search for a room of an appropriate or comfortable size by entering a minimum and maximum capacity. Most conference rooms seat between 6 and 12, though there are exceptions outside this range.

   c. You can search for specific capabilities or technologies using the **Features** + menu. Most rooms' capabilities are represented accurately, though the data is not perfect and if your search yields no results, it is likely that the feature you searched for is not recorded in 25LivePro. When in doubt, broaden your search and confirm room capabilities for yourself.

4. Click **Search** to view a list of rooms matching your criteria.

Conference rooms vs Classrooms

Your search results will contain all conference rooms and classrooms that match your criteria. There is currently no good way to search only for conference rooms, as this data is stored in the "Layouts" field for each room, but has not been loaded into 25LivePro. However, you can view a list of all the rooms available School of Education on the **Classroom Technology website**.

For some rooms, a "Conference" or "Classroom" designation is included in either the **Formal Name** or **Categories** field, but this is not consistent.
The best way to confirm that you are viewing a conference room rather than a classroom is to use the Classroom database, a separate service maintained by **Classroom Technology Services**.

---

5. If your search yielded "No Results" either broaden your search criteria, or review the steps in the **Confirm Permissions** section above.

View Room Details and Availability

Click on a room name in your search to view detailed information. From this page, you can:

- Click the **List** tab to view all events scheduled in the room. This view shows the next [n] days, chosen by a drop-down menu at the top-right of the page. You can view at most 90 days worth of events.
- Click the **Availability (Daily)** tab to view the room's schedule for a specific day.
- Click the **Availability (Weekly)** tab to view the room's schedule for an entire week.
- Click the **Calendar** tab to view the room's schedule for multiple weeks.

Schedule a Meeting or Event

Use these steps when you want to reserve a space for an event, and you know the date and time, necessary technology, and the number of expected attendees.

48-hour notice required

25LivePro will not allow any new events to be scheduled within 24 hours of their start time. If you must book a conference room for an event less than 24 hours before it is scheduled to begin, contact **edsched@indiana.edu** to request a late reservation.

1. From the 25LivePro homepage, click the prominent **Create an Event** button in the center of the page
   *Alternately, click **Event Form** in the navigation bar at the top of the page from anywhere in 25LivePro*

2. Provide an Event Name. When choosing a name, consider that this will be visible to anyone viewing the room calendar or list of events. A name which is descriptive and does not require department-specific context is best.

3. Complete the School field, by typing "`EDUC`" and then clicking **EDUC (School of Education)** in the search results overlay.

4. Click **Edit** under Department or Center
   a. Search for your office, department, or center by name
   b. Check the appropriate box in the results
   c. Click **Done**

5. Enter a number in the <u>Expected Head Count</u> box, representing the number of in-person attendees expected

6. Provide a brief description of the event in the <u>Event Description</u> text area

7. Add additional <u>Event Contacts</u> if appropriate; 25LivePro will automatically add the logged-in user as the event <u>Requester</u> and <u>Scheduler</u>.

8. Review your request and click **Save** when done.

Once complete, it is recommended that you include the room in the <u>Location</u> field of your Exchange calendar invitation, so that invitees know where the meeting is taking place. For more details on creating calendar invitations in Exchange, refer to the IU Knowledge Base: **Schedule meetings and reserve rooms at IU**.

If you will need set up assistance (tables, chairs, or other items to be moved, set up or removed) for an event in the Atrium or Balcony, you will still need to fill out the **SoE Set Up Request Form**.

Don't forget, if you have a room reserved for Friday, Saturday, or Sunday, you will need to see Tim Hansel (thansel@iu.edu) to pick up keys.

Manage Class Descriptions

Help get the right students in the right classes

When students search for classes during registration, they'll see the general course description from the course catalog. To help them make informed choices, you can provide a more detailed description for your class. Faculty and certain administrative users have the ability to add or edit class descriptions.

You can update and save a class description without displaying the description to students. When your description is complete and you're ready for students to see it, check the "Display class description" checkbox and save the description. This will replace the general course description with your more detailed class description.

Requesting access

If you're an administrative user who needs to edit a description for a faculty member or department, you'll need to have authorization from Student Academic Systems. Send email to **esssas@iu.edu** to request access. Make sure to specify the level of authorization you need:

- All classes on all campuses
- All classes on a specific campus
- All classes for a specific academic group
- All classes for a specific career
- All classes for a specific subject
- All classes for a specific subject and catalog number

Develop Your Syllabus

How to create a syllabus for your course

One of the most basic tasks facing an instructor preparing to teach a course is writing the syllabus. While this may seem like a straightforward matter, there are strategies that can ensure that your syllabus communicates clearly and effectively to your students.

- If you are new to teaching, or to a department, ask a colleague if you can look at syllabi from her or his courses. This will give you a sense of what the norms and standards for syllabi are in your department.

- Anticipate the questions your students might have about your course and try to address them in your syllabus. Students' questions might include:

  - Will this course interest me?

  - Can I handle the workload?

  - What will I have to do to get a good grade?

- If you provide information such as a course description, a list of assignments and their weighting in the final course grade, and the grading criteria in your syllabus, students will be able to answer these questions to determine whether your course will meet their needs.

- Distribute the syllabus on the first day of class, and review its key points with students, but don't read through the entire syllabus, since this takes time away from other valuable **first-day tasks**. Make clear that students are responsible for everything in the syllabus, but do not read it to students in class; instead, assign it as homework. Some instructors ensure that students read the syllabus by giving a short quiz (either in class or online) on the syllabus.

- Try to leave some flexibility in your course schedule in case you fall behind or decide to spend more time on a particular topic.

- Put a disclaimer in your syllabus that says that everything in it is subject to change, and that you'll give students reasonable warning of any changes.

- Proofread it. If you care about sentence-level accuracy in your students' work, demonstrate that by taking care with the grammar and mechanics of the documents you give to students.

- Make it accessible for students with disabilities. For more information on how to do this, and links to resources with specific instructions, refer to **Creating Accessible Content**.

- Consider your tone. A [study from a psychology professor and his undergraduate co-author at Oregon State University](#) showed that students are more likely to reach out for assistance—like coming to office hours—when the language in the syllabus is "warm" and inviting. For example, using inclusive "we will" language rather than directive "you will" statements set a more collaborative tone and made students more likely to seek help from the instructor. Also, the author suggested placing such invitations to office hours and other offers of help early in the syllabus, rather than at the very end, where students may overlook them or see them as afterthoughts. The syllabus sets the tone for the course, so choose your tone wisely.

Functions of the Syllabus

A syllabus serves several important functions in a course; most basically, it communicates to students the general content of the course and its organization. Other functions served by the syllabus include:

- communicating expectations regarding students' performance (i.e., grading)
- informing students of the course goals and learning outcomes
- direct students to the [Code of Student Rights, Responsibilities, & Conduct](#)
- listing the topics to be addressed in each class session, and the work to be done by students outside of class (in the course schedule)
- setting the tone for the course by clarifying the roles of the instructor and the students
- reflecting the instructor's teaching philosophy and conveying what the instructor considers most important as a teacher
- demonstrating the instructor's enthusiasm for the course and the subject matter

Recognizing these roles that the syllabus can play has implications for constructing a syllabus. For example, students can (and will) make inferences based on the syllabus about what is pedagogically important to you. This suggests that you can view the task of syllabus creation as an opportunity to present a view of your course and of yourself as an instructor. In light of this idea, you might consider questions like the following in creating your syllabus.

- What will you put first in the syllabus? The closer to the beginning of the syllabus a piece of information is, the more important it can be inferred to be.
- How much space in the syllabus will you devote to particular topics or sections? Spending considerable space on a particular topic (or on particular rules or expectations) in your syllabus suggests that that topic or those rules are particularly important to you.

- What kind of tone and style will you use in the syllabus? The tone and style of your syllabus can help you establish appropriate expectations for your students regarding how you perceive your role as an instructor and their roles as students.

Paper vs. Electronic Syllabi

A growing number of instructors are providing their syllabi either exclusively in electronic form, or both electronically and on paper. There are several advantages to providing the syllabus in electronic form:

- You can embed links to relevant university policies or other important websites in your electronic syllabus, and students can simply click on the links to follow them.
- If the electronic syllabus is provided in Canvas, it will always be available for students to consult; they can't lose it or lose pages of it.
- Electronic syllabi are more easily accessible to students with disabilities. For the convenience of instructors, the CITL has provided a **model syllabus template** that is accessible, and you can also reference the **IU Online QM syllabus template**.
- It is a good way to save paper, particularly if your syllabus is long.

One disadvantage to providing a syllabus electronically is that some students in your class may not have easy access to a computer or to the internet to view the syllabus. If you decide to distribute your syllabus electronically, you can also provide a paper version for any students who would prefer the syllabus in that form.

If you provide your syllabus to students exclusively on paper, you may also want to consider providing an electronic version for students with disabilities.

Examples of Syllabi

For a sample syllabus, see these two templates:

CITL Syllabus Template — This annotated template provides general guidance on syllabus design, and it is created in an accessible Word format that can be read by screen reading software.

IU QM Syllabus Template — This syllabus template is designed to meet the Quality Matters standards for IU Online courses, although it provides excellent guidance that can be useful in any course with some adaptations.

With both of these templates, always be sure that policies align with those used on your campus and in your department.

Order Textbooks

eTexts

Indiana University has an IU eText program that provides substantial discounts of up to 90% off the retail cost of a printed textbook. The program allows you to select your course materials from more than 50+ publishers and over 250,000+ titles—all at substantial discounts. The course materials include not just electronic textbooks, but also online homework tools, simulations, and open educational resources. These materials are available to students on the first day of class through Canvas.

The IU eTexts order tool opens in early September for spring semester orders, and early February for summer and fall semester orders.

Printed textbook and/or course materials that are not available through the IU eText program can be ordered through Follett.

Engage is the university-standard digital content platform that allows faculty to organize, deliver, and interact with students through their online learning material.

These materials can be publishers' texts and related content, open educational resources, and faculty-produced materials.

How does IU eTexts Engage support learning?

Engage integrates directly with Canvas and enables faculty to annotate the course materials, highlighting and adding comments to important text.

Students can interact with the texts across multiple devices – laptops, tablets, and smartphones – both on and off-line. All students have access to the course materials on the first day of class.

In Engage, students are able to:

- View the instructors notes and highlights
- Highlight, tag, search, and annotate text
- Print pages and chapters directly from Unizin Engage
- Collaborate with study groups

Why so early?

The Higher Education Opportunity Act (**20-28-I-C-1015b, subsection d**) requires that textbook information and pricing be made available to students prior to registration to the extent practicable. When students register, they'll be able to review submitted textbook information and associated costs for each class.

Helpful resources

- **IU eTexts: A faculty and staff introduction**
- **The Student Guide to IU eTexts**
- **The IU eTexts web site**

Create a New Course/Update a Course

Faculty should plan course proposals well in advance, as course proposals may take several months to complete the approval process described below.

Proposals to create new courses and to change existing courses require faculty approval on the IUB campus. Proposals for new courses and course changes are routed through the following approval process: a course proposal is initiated by the individual faculty member and is reviewed and approved on the department level. The next stop in the approval process is the Committee on Teacher Education for undergraduate courses and Graduate Studies Committee for graduate level courses. The SoE Policy Council will be the final step in the approval process within the SoE. After that the course proposal will be posted for a 30-day period of remonstrance on a university-wide list for undergraduate, graduate and professional courses. Notice of the opportunity to remonstrance is given to academic affairs officers and members of the faculty or all members of the University Graduate Faculty, as appropriate.

After the remonstrance period is complete, a course proposal is forwarded to the appropriate campus-level academic officer (the Vice Provost for Undergraduate Education or the Dean of University Graduate School). When the approval process is completed, the course proposal is added to the Course Catalog within IU's Student Information System by staff and University Student Services and Systems. The course information may also be added to the appropriate Course Bulletin by staff in each School.

New Course

1. Contact Maria Jensen (**jensen5@indiana.edu**) to reserve a course number.
2. Hold a department vote approving the new course. Make sure to record the total votes and not just if it passed or not.
3. Go to **One.IU.edu** and search "`CARMin`".
4. Select **Initiate New Course/Course Change Request**.
5. Complete Campus and School, and then add new course information that you reserved with Maria and hit continue.
6. Complete the online form and include your department vote in the notes section, include the proposed syllabus as an attachment, and submit.
7. This will route to the appropriate individuals, and you will be scheduled for the next CTE or GSC meeting. Once approved at CTE or GSC it will travel to Policy Council to be put through the University approval chain (including the Registrar, and University Student Services & Systems).

8. When final University approval is received, the initiator will receive a FYI in their action list. A new course can take several months to be officially approved.

Course Change

Common Changes: Repeatability, Variable Credit, Name Change, Description.

1. Hold a department vote approving the changes to the existing course. Make sure to record the total votes and not just if it passed or not.
2. Go to <u>One.IU.edu</u> and search "CARMin".
3. Select **Initiate New Course/Course Change Request**.
4. Complete <u>Campus</u>, <u>School</u>, and the course you are wanting to update and hit continue.
5. You will see the existing course structure on the left-hand side, and options to update on the right. Make any updates, include your department vote in the notes section, and submit (include syllabus if that is being updated as an attachment).
6. This will route to the appropriate individuals, and you will be scheduled for the next CTE meeting. Once approved at CTE it will travel to Policy Council to be put on remonstrance list through the University.
7. When final University approval is received the initiator will receive a FYI in their action list. Course changes can take several months to be officially approved.

Create a New Program/Update a Program

The **academic affairs approval process** follows a prescribed path designed to ensure that any new programs are aligned with strategic priorities of the university, support the mission of the originating academic unit and campus, are in appropriate relationship to all IU campuses, and that the necessary resources are available to sustain the program. The Office of the Executive Vice President for University Academic Affairs (OEVPUAA) is responsible for administration of this process at Indiana University.

Process Overview

The academic program approval process is based on and built around the steps required to develop and offer a new degree program; however, there are many other types of academic changes included in this process. This is represented in tabular form in the **Required Approvals Matrix**.

Based on university policy, some types of academic changes may not require submission through all levels or may be advanced through some levels of the approval process simply as an information item. The general sequence of the approval process is as follows

- Departments/divisions/schools
- Contingent Approvals:

    - **University Graduate School** (for graduate items)
    - **Office of Online Education** (online, hybrid, and collaborative programs)
    - **Office of Overseas Programs** (programs offered through partnerships outside of the US)

- **Campus academic officer and/or chancellor**
- **Academic Leadership Council (ALC)**
- IU President
- IU Board of Trustees
- Indiana Commission for Higher Education
- Higher Learning Commission

New Program

1. Hold a department vote approving the new program. Make sure to record the total votes and not just if it passed or not.

2. Complete the ICHE New Degree Proposal Form, BOT Cover Sheet, and the template (include vote on this).

3. Contact Alex Cuenca to be added to the next Committee on Teacher Education (CTE) or Matt Boots to be added to the next Graduate Studies Committee (GSC) meeting agenda.

4. Once approved at the CTE or GSC meeting it will be routed for inclusion at the next School of Education Policy Council meeting.

5. See the General Matrix for The Administrative Approval Process for New Academic Programs for routing after approved by the School of Education.

6. New programs will be added to the next Bulletin (published in June).

Change to Existing Program

1. Hold a department vote approving the changes to the existing program. Make sure to record the total votes and not just if it passed or not.

2. Complete the template indicating requested changes. (Link to template)

3. Contact Alex Cuenca to be added to the next Committee on Teacher Education (CTE) or Matt Boots for the next Graduate Studies Committee meeting agenda.

4. Once approved at the CTE meeting it will be routed for inclusion at the next School of Education Policy Council meeting.

5. New programs will be added to the next Bulletin once fully approved (published in June).