Suffolk University faculty are encouraged to adapt this template for their classes.The **blue** text provides notes to guide you (which should be deleted when you finish using the template; *including this note* *to you!*). The **red** text is language that you will fill in or change based on your own information. The **black** text should remain as is in your final syllabus. Please note, your department or college may require additional elements in your syllabus. Instructions to use this template are on the *Center for Teaching & Scholarly Excellence* website under “Resources” ([https://www.suffolk.edu/ academics/research-at-suffolk/center-for-teaching-scholarly-excellence/resources/syllabus-design-resources](https://www.suffolk.edu/%20academics/research-at-suffolk/center-for-teaching-scholarly-excellence/resources/syllabus-design-resources)).

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*Course Number – Course Title*

*Fall, 2020*

## Instructor Information for Fall 2020

**Instructor:** name

**Email:** email

**Office Hours:** office hours [Faculty: All office hours should be held online in Fall 2020, even if you are providing instruction face to face; most of our offices are not large enough for appropriate social distancing. Please do set up regular office hours and describe how that will work in your syllabus. Students can “drop in” during a recurring online office hour block each week by joining the Zoom waiting room and waiting until you admit them, or you can provide appointments during set times, but it is important that students know how to attend virtual “office hours.”]

**Homepage:** (optional)

## Course Information

Meetings: time/day

Modality: Online, HyFlex, On-campus only, or Hybrid [Faculty: Please refer to definitions of the different learning environments on the [CTSE website](https://sites.suffolk.edu/ctse/prepare-for-fall/) and copy or adapt the correct definition into your syllabus for this course, e.g. “This class will be held on-line only, which means….” Please include information for the student about synchronous or asynchronous format and expectations for participation.]

Location: building/room for on-campus classes only, otherwise “N/A”

Catalog Description: add catalog description here

Prerequisites: add prerequisites here

Credit Hours: enter number of credit hours here

*This course follows the Federal Government’s Credit Hour definition. For more information regarding the definition, please see the Suffolk University Syllabus webpage:* [www.suffolk.edu/syllabus](http://www.suffolk.edu/syllabus).

###  [Faculty, for your reference: [(1 hour instruction)/week) + (2 hours student work)/week] X (15 weeks) = 45 hours per credit – (135 hours per 3-credit class) or (180 hours per 4-credit class) per semester. A minimum of 2 hours of student work is required per 1 hour of instruction/credit; some classes may require additional time.]

[For CAS undergraduate courses only: fill in the student engagement hour justification grid in the box below, adding additional lines as needed (please refer to the Credit Hour Determination handout for further guidelines)]

To complete this course, students will need to dedicate, at a minimum, the following amount of time to the listed activities:

**Assignment/Activity Engagement Estimate Engagement Hours**

|  |  |  |
| --- | --- | --- |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |

**Total: # engagement hours**

## Instructor’s Additional Course Description

**Add additional description here**

## **Textbook/Course Materials**

**List required texts and materials here and note where they can be obtained**

## Course Goals & Learning Objectives

|  |  |  |
| --- | --- | --- |
| **GOALS** | **OBJECTIVES** | **ASSESSMENTS** |
| **Upon successful completion of this course, students should be able to know/understand:** | **Upon successful completion of this course, students should be able to:** | **How the student will be assessed on these learning objectives:** |
| *Include broad course goals in this column using the verbs “know” and “understand”*  | *Include skills that students will learn through the course in this column* | *Include examples such as assignments, group presentations, discussions, etc. in this column* |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
| *Add more lines as needed* |  |  |

[Faculty: this table assures that your course is “instructionally aligned” – that you measure what students practice/learn and you have students practice/learn what you define as course goals. Instructional alignment is the single best predictor of both student learning and student ratings. If you come up with an empty cell or leftover course components, then the course is not aligned. For examples of course goals and learning objectives and tips for how to write them, see [https://www.suffolk.edu/ academics/research-at-suffolk/center-for-teaching-scholarly-excellence/resources/syllabus-design-resources](https://www.suffolk.edu/%20academics/research-at-suffolk/center-for-teaching-scholarly-excellence/resources/syllabus-design-resources) and click on “Tips for writing course goals and learning objectives.”]

## Assignments/Exams/Papers/Projects

Students will be evaluated in the following areas:

**Briefly describe assignments, assignment weights, and due dates**

[Faculty: we propose including this phrase if your course collects any assignments for *Assurance of Learning* purposes, or has the potential to (e.g. senior writing samples):] Select assignments in this course may be used by our accreditation team for institutional assessment purposes and will be handled confidentially.

## Grading/Evaluation

[Faculty: you need to inform students of the factors to be considered in determining grades and the specific weight to be assigned. If you have a penalty for late work, include it here. Please also include a grade scale if applicable for your course. (A common policy is a certain percentage of the grade taken away for each day late.) For examples of grading scales and evaluation descriptions, see [www.suffolk.edu/syllabus](http://www.suffolk.edu/syllabus) or [https://www.suffolk.edu/ academics/research-at-suffolk/center-for-teaching-scholarly-excellence/resources/syllabus-design-resources](https://www.suffolk.edu/%20academics/research-at-suffolk/center-for-teaching-scholarly-excellence/resources/syllabus-design-resources). FYI, the students’ option of converting passing letter grades to a P, used in the Spring 2020 semester is no longer available.]

**Describe grading**

[Faculty: If you use the Blackboard Gradebook, make sure than any grade scale you include in your syllabus matches the grade scale used on Blackboard. You might also consider including a caution to students in your syllabus, reserving the right to make corrections, such as the following: ]

Please consider the online gradebook as a courtesy to you, subject to errors given various upgrades and shifts in the software. I reserve the right to make gradebook corrections to keep it consistent with the syllabus so that your grade reflects true performance, not software or user error. If you see something that doesn’t make sense, please alert me! Thanks so much for your help.

## Course Policies

[Faculty: Over time a syllabus can become filled with rules and orders and can discourage a positive course environment. Be sure you ask for the behavior you want to see, not just the behavior you don’t want. Don’t create any policies you aren’t willing to implement. Inconsistencies in following policies lead to student complaints. The policies described below are a minimum requirement for your syllabus.]

[Faculty: Please consider adding text to your policies that helps students understand what you expect for online participation this year. As the instructor you have freedom to set these policies. Here is one example, recommended at another university that you might wish to adapt (please do not copy verbatim):

Classroom Norms: Our class will meet through the Zoom online conference system. We will adopt the same rules and norms as in a physical classroom (take notes; participate by asking and answering questions; wear classroom-ready clothing). For everyone’s benefit, join the course in a quiet place. Turn on your video. Mute your microphone unless you are speaking. Close browser tabs not required for participating in class. Success in this learning environment will depend on the same commitment we all bring to the physical classroom.

**Attendance:** [Faculty: Please specify your expectations for attendance and record attendance in all classes. See: [How to take attendance in Zoom](https://sites.suffolk.edu/ctse/how-can-i-take-attendance-with-zoom/) and [How to take and pull attendance reports in Blackboard](https://help.blackboard.com/Learn/Administrator/SaaS/Tools_Management/Attendance#enable-attendance_OTP-0). Note that the DOE does not consider merely logging into an online class to constitute attendance by the student, they also need to participate. Faculty concerned about student attendance or participation in online courses should indicate reward and penalty systems in attendance and/or participation policies on the course syllabus. Faculty may, for example, indicate that those who do not respond to polling systems, or when called upon, or who disappear from breakout rooms will be given absence penalties. Please exercise reasonable judgment in accommodating students who experience random internet access issues.]

**Video Camera Use:** [Faculty: Please add a class policy on the use of video cameras by online participants in your class. You should encourage students to turn on cameras, but recognize that Wifi strength or reluctance to show personal space are reasons that might cause a student to prefer to leave their camera off. If you would like to encourage camera use during regular classes but consider making it mandatory for exams, you could consider adding a separate sentence about exams that says “Camera use may be required during exams.” That leaves your options open.]

**Suffolk University Syllabus Policies**

This this course adheres to policies and procedures that apply to all Suffolk courses with regard to disability accommodation, academic misconduct, academic grievance, attendance, and credit hour compliance. The university policies can be found here: [www.suffolk.edu/syllabus](http://www.suffolk.edu/syllabus).

**Continuity of Learning**

[Faculty: In the event that classes cannot be held on campus or online (due to bad weather, illness of the instructor, or some other event that is beyond our control), include a statement about how students will continue the learning process. Please see related University “Continuity of Learning” policy.]

[Example language for syllabus:

In the event that classes cannot be held on campus or online (due to bad weather, illness of the instructor, or some other event that is beyond our control), check your email for directions for the day’s assignment.  You are expected to keep up with readings and assignments listed on the course schedule.  I encourage you to contact me (explain how) if you have any questions.

Class will not meet on the following day(s):

List dates

Students are expected to make up the missed time to ensure that the class meets federal government credit hour requirements.  To make up that time, you will [professor should insert details about what students will do to complete credit hours such as a field trip, additional readings, alternative class time/day, watching a recorded lecture, etc.]   Please see the Course Schedule section below with details regarding assignments that are scheduled for days on which class will be cancelled.

In the event that the university cancels face to face classes, such as for severe weather, or the instructor needs to cancel an online class session, students are expected to continue with readings as originally scheduled. Any assignments scheduled during those missed classes, such as an exam or paper, are due at the next class meeting unless other instructions are posted at the course website or communicated via email.

## [Faculty: “Recording Policy” is new for 2020-2021 and should be included]

## Recording Policy

## Students are prohibited from making their own recording of their classes, unless the requesting student is registered with Disabilities Services and recording of class sessions is an approved accommodation.

## In some cases, online, hyflex or hybrid classes are recorded by the instructor as a service to students who may need to view the class later, for example because some students enrolled in the class live in time zones that makes it difficult to attend class in a synchronous fashion. If this is your situation as a student, please communicate with the instructor. Owing to the potential for technical difficulties, however, there can be no guarantee that all classes will successfully be recorded. Zoom notifies all class participants when the class is being recorded, and the recording may be paused by the instructor at any time. Recordings of classes are the intellectual property of the instructor.

## [Faculty: If you are teaching in a format that includes online students, please consider routinely recording your class sessions for viewing by students who are absent because of illness or have difficulty attending synchronously because of time zones. Please work collaboratively with students who contact you with access issues. In addition to viewing recorded classes, students in distant time zones need the opportunity to participate as fully as possible despite this challenge, so please give thought to including opportunities for participation outside of live class time, perhaps through group work or discussion assignments. ]

## Student Resources

In addition to the policies available at [www.suffolk.edu/syllabus](http://www.suffolk.edu/syllabus), the university provides a range of academic, counseling, medical and administrative student resources and support services. To learn more, explore these webpages:

[www.suffolk.edu/student-life](http://www.suffolk.edu/student-life)

[www.suffolk.edu/academics/advising-student-services](http://www.suffolk.edu/academics/advising-student-services)

[www.suffolk.edu/student-life/health-wellness](http://www.suffolk.edu/student-life/health-wellness)

[www.suffolk.edu/student-life/student-services/student-affairs/suffolk-cares](http://www.suffolk.edu/student-life/student-services/student-affairs/suffolk-cares)

## Course Schedule

[new, required 2020-2021]: All course dates and times are set for the EDT/EST time zone. The course week begins on a Sunday, and the day ends at 11:59 PM (EDT/EST).

[red text is suggested]:

The schedule, policies, procedures, and assignments in this course are subject to change in the event of extenuating circumstances, by mutual agreement, and/or to ensure better student learning.

[Faculty: Provide students with a list of dates that the course is meeting. The chart below is an example of a course schedule in grid form. Include holidays when the course will not be meeting and any make-up days. The course schedule should also include reading and other assignments that you would like students to complete before coming to class.

If synchronous online or hybrid courses include some portion of scheduled time for asynchronous activities when the instructor is available (“web chat”), this information should be included in the Week by Week table below and the syllabus should include a statement to clarify use of the time and & faculty availability. Here are some examples:

"This course is scheduled for web-chat for Monday and Wednesday from 5:30 to 8:10 PM. We will meet synchronously every Monday from 5:30 to 7:00 and every Wednesday from 6:30 to 8:10. During the rest of the scheduled time, you should follow the activities laid out in the course schedule. I will be available to you at that time through the Blackboard Discussion Board for any questions that you have. You may also contact me during my scheduled office hours."

"This course is scheduled for web-chat for Monday and Wednesday from 5:30 to 8:10 PM. See the course schedule for specific details about which portions of which classes will be held synchronously. The attendance policy will apply for these sessions. For the portions of class where we are not meeting synchronously, I will be available to you through the Blackboard Discussion Board/telephone/zoom, etc."]

|  |  |  |
| --- | --- | --- |
| Week (with Date)  | General Topic  | Reading Assignment/Other Assignment  |
| 1 |  |  |
| 2 |  |  |
| 3 |  |  |
| 4 |  |  |
| 5 |  |  |
| 6 |  |  |
| 7 |  |  |
| 8 |  |  |
| 9 |  |  |
| 10 |  |  |
| 11 |  |  |
| 12 |  |  |
| 13 |  |  |
| 14 |  |  |
| 15 | Final Exam Date & Time  |  |