Syllabus Template

## Maintaining Public Health (to be included in syllabi for courses with seated components while campus-wide COVID-19 precautions are in place)

To protect the health of everyone in this class, students are required to do the following:

* complete the daily health screening from a phone or computer each morning;
* wear a mask or face covering over their nose and mouth before entering the building; and
* stay 6 feet apart from everyone else in the hallway and the classroom.

If you arrive and you have not completed the daily screening, you will be asked to complete it outside of the room. If you arrive without a mask or face covering, I may be able to supply you with one; however, you may be required to return to your residence to get one, or go to a designated location on campus to get a mask or face covering. *There are no exemptions or waivers of this policy.* If you refuse to wear a mask or face covering, you will not be able to enter the classroom and participate in the class. Refusal to wear a mask or face covering will be reported to the Student Conduct Office based on the Student Conduct Code’s ‘Non-Compliance with Official Requests' (which includes public health policy). Remember that the theme of the semester is “We, not Me.” If we each do our part to care about the college community of which we are a part, we will have a productive experience.

Please note that with any temporary illness, students must make arrangements to make up coursework.

*For more information about The Pledge and expectations, go to “*[*Protect New Paltz: A Pledge to Stop the Spread of COVID-19*](https://www.newpaltz.edu/media/corona-virus/Re-opening%20Pledge%20FINAL.pdf)*.”*

# Course number and title

## Course Details

### Credit Hours:

[Provide the number of credit hours for this course. NYS requires 45 hours of learning time, or “[time on task](http://www.nysed.gov/college-university-evaluation/distance-education-program-policies),” per credit. For classroom-based courses, this generally means 15 hours of instruction plus 30 hours of out-of-class work/study per credit. For online courses, instructors should calculate how much time a student performing satisfactorily would take to complete the work of the course. A 3-credit, 15-week course requires 9 hours of learning time per week.]

### Class Days, Time, Location:

[Express class days and time as the number of contact hours per week, such as two 90-minute lecture periods each week. Specify the location of each offering. See also Course Modality.]

## Course Modality: [**Fall 2020 Teaching Modality Matrix**](https://www.newpaltz.edu/media/online/Fall2020-course-modalities-chart.pdf)

* *[State the delivery model of course: Fully Seated, Hybrid, Extended Virtual, Online Asynchronous, Online Synchronous.*
* *List the approximate length, dates, and number sessions per term with scheduled dates that meet Fully Seated, Hybrid, Extended Virtual, or Online Synchronous modalities in this section or on course schedule below.*
* *If all students will not attend all sessions in the same way or at the same time for social distancing reasons, provide guidance about how students will know when they should attend and how they should attend (in person, virtually, etc.).*
* *For all course modalities, state the approximate number of modules to complete and the estimated average time to complete them.*
* *State your chosen Web Conference Platform.* [*Collaborate Ultra*](https://newpaltz.teamdynamix.com/TDClient/1905/Portal/KB/?CategoryID=17236) *and* [*WebEx*](https://newpaltz.teamdynamix.com/TDClient/1905/Portal/KB/?CategoryID=17236) *are campus-supported platforms.]*

### Pre/Co-requisites:

[List as appropriate or note N/A.]

**Instructor Details**

### Instructor Name:

### Instructor Email:

### Office Location:

### Office Hours:

## Course Description

[Exactly as it appears in Course Catalog.]

## Student Learning Outcomes

Upon completion of this course, students will be able to:

* [Include a bulleted list of statements that specify what students will know or be able to demonstrate when they have completed the course. Describe observable, measurable actions or behaviors.]

## Reading Materials

[Include sample text(s) or OER sources for the course.]

## Attendance

*[The number of allowed absences in a course is at the discretion of the instructor. If the instructor penalizes students for unexcused absence from class, this policy would be stated in the syllabus.]*

## Grading Information

### Grading information

*[Insert an explanation of course grading policies including method of determining the final grade. Provide a sample list of assignments together with their relative weights. Below is an example:*

#### Assignments and Weight

* *Homework = 8 assignments x 10 points each = 80 points*
* *Research Project = 100 points*
* *Midterm Exam = 100 points*
* *Final Exam = 100 points*
* *Participation = 20 points*
* *TOTAL POINTS = 400 points]*

### Grade Scale (by percentage)

*[A 100.00 – 93.00 A- 92.9 – 90.00*

*B+ 89.9 – 87.10 B 87.00 – 83.00*

*B- 82.9 – 80.00 C+ 79.9 – 77.10*

*C 77.00 – 73.00 C- 72.9 – 70.00*

*D+ 69.9 – 67.10 D 67.00 – 60.00*

*F Below 60]*

### Last Day to Withdraw without Grade Penalty

*[Specific to each semester, for example: Fall semester, the date around October 30; Spring semester date around March 30.]*

## Campus Policies

### Academic integrity policy statement

Students are expected to maintain the highest standards of honesty in their college work. Cheating, forgery, and plagiarism are serious violations of academic integrity. Students found guilty of any violation of academic integrity are subject to disciplinary action, up to and including expulsion. New Paltz’s [undergraduate](http://www.newpaltz.edu/ugc/policies/policies_integrity.html) and [graduate academic integrity policies](https://catalog.newpaltz.edu/graduate/graduate-academic-policies-handbook/academic-policies-procedures/academic-integrity/) are published in the respective catalogs. Sojourner Truth Library’s website contains several excellent resources to help with [avoiding plagiarism](http://lib.newpaltz.edu/assistance/plag.html).

### Reasonable accommodation of individuals with disabilities statement

Students needing classroom and/or testing accommodations related to a disability should contact the [Disability Resource Center](http://www.newpaltz.edu/drc/) (Haggerty Administration Building, Room 205, 845-257-3020) as close as possible to the beginning of the semester. The DRC will then provide students’ instructors with Accommodation Notifications verifying the need for accommodations. Specific questions about services and accommodations may be directed to Deanna Knapp, Assistant Director ([knappd@newpaltz.edu](mailto:knappd@newpaltz.edu)) or Jean Vizvary, Director ([vizvaryj@newpaltz.edu](mailto:vizvaryj@newpaltz.edu)).

### Veteran & Military Services statement

New Paltz’s Office of Veteran & Military Services (OVMS) is committed to serving the needs of veterans, service members and their dependents during their transition from military life to student life. Student veterans, service members or their dependents who need assistance while attending SUNY New Paltz may refer to [OVMS’s website](http://www.newpaltz.edu/veterans/); call 845-257-3120, -3124 or -3074; e-mail [np-vms@newpaltz.edu](mailto:np-vms@newpaltz.edu); or stop by the Student Union, Room 100 South.

### Computer and network policies statement

Users of New Paltz’s computer resources and network facilities are required to comply with the [Acceptable Uses and Privacy Policy](https://newpaltz.teamdynamix.com/TDClient/KB/ArticleDet?ID=20993) and other [institutional policies](http://www.newpaltz.edu/itpolicy) related to computer and internet access and usage.

### **Identity verification policy statement for online courses**

New Paltz’s [Online Identity Verification Policy](https://www.newpaltz.edu/ugc/policies/policies_onlineverification.html) is designed to verify that students enrolled in our online courses and/or programs are the ones who take the courses, complete the programs, and receive the academic credit.

### Title IX and related policy statement

Gender discrimination, sexual harassment, sexual assault, sexual violence, stalking, and power-imbalanced sexual/romantic relationships between faculty and students are strictly prohibited within the SUNY New Paltz community. We encourage students to report, confidentially discuss, or raise questions and concerns regarding potential violations. Reports can be made to the Title IX Office, the department chair and/or the dean of your school. The Office of Human Resources, Diversity & Inclusion can provide more information on [Title IX reporting and support](https://www.newpaltz.edu/titleix/) as well as the College’s [Consensual Relationships Policy](http://www.newpaltz.edu/hr/policies.html).

### SEI

You are responsible for completing the Student Evaluation of Instruction (SEI) for this course and for all your courses with an enrollment of five (5) or more students. I value your feedback and use it to improve my teaching and planning. Please complete the online form during the period *[add dates]*.

## Summary of Topics Covered and Course Schedule

*[Include a sample schedule with specific dates of class meetings, reading and other assignments, quizzes, papers, and examinations. Below is an example.*

### *Module 1: Topic and Date(s)*

#### Assignment(s)

* *Reading Assignment*
* *Other Assignment(s)*
* *Estimated time on task*

### *Module 2: Topic and Date(s)*

#### Assignment(s)

* *Reading Assignment*
* *Other Assignment(s)*
* *Estimated time on task*

### *Module 3: Topic and Date(s)*

#### Assignment(s)

* *Reading Assignment*
* *Other Assignment(s)*
* *Estimated time on task*

*Add modules as needed.]*

Note for fall courses: *No tests, quizzes, or graded material should be issued or due on* [Black Solidarity Day](https://www.newpaltz.edu/ugc/policies/policies_blacksolidarity.html), *the first Monday of November. Students who plan to participate in Black Solidarity Day should notify their professors beforehand and will not be held accountable for their absence.*

### *For faculty consideration: Suggested addition for online course syllabi*

*We offer the following language for your consideration, use, or adaptation, as appropriate, to promote community and encourage practices that are sometimes referred to as “online etiquette.”*

**Building Community in a Virtual or Online Environment**

Nearly all of us — students, instructors, and staff — are adjusting to a new environment of teaching and learning and having more virtual or online interactions, whether in real time (via video or phone) or asynchronously. Not being together gives us additional responsibilities. **Building community** in a virtual teaching and learning environment can sometimes feel isolating and challenging. For instance, writing (through discussion boards, blog posts, etc.) may be a primary means of communication with classmates and instructors that lacks the social cues and nuances of face-to-face communication, such as body language and tone of voice.

To create as much of a sense of community as possible and to strengthen our communication during this unprecedented time, the following suggestions are offered:

| **Consider** | **Be Mindful** |
| --- | --- |
| using intentional language to justify your thoughts. Draw on scholarly or research knowledge as appropriate, and recognize that there are many forms of knowledge. | that none of us knows everything. It is acceptable to say that you do not know. If you are guessing, state that you do not know but provide your thinking and share your reasoning. |
| making generous assumptions about where people are coming from, that is, consider exercising the presumption of goodwill. | of respecting that other people have different life experiences and opinions. |
| communicating from your own perspective. | of sharing another person’s professional or personal information. |
| giving credit where credit is due by citing and linking to resources as appropriate. | that there are different forms of written and oral communication and multiple forms of English. These range from emoticons and JPEGs to translanguaging to formal, academic writing. If you are unsure what form your instructor is asking for, ask for clarification. Part of the work of being a college student is to learn to recognize different forms of language and the power attached to them. |
| the readability of your written communication. | that people on the other side of the screen, phone, or written communication are whole human beings. |
| that your readers will bring their own life experiences and knowledges to what you write and may often interpret your words as well as course ideas differently than you. | of your audience. Who will read what you have written? |

*Note: Related suggestions for adaptation in syllabi may be found in the* [*Faculty Toolkit*](https://www.newpaltz.edu/media/forward/Faculty%20Toolkit%209.pdf)*.*