Syllabus Requirements (rev. August 2020)

The *Accessible Syllabus Template* aligns with these requirements and is fully ADA compliant. See [Academic Affairs' Instructional Resources](#) and [Faculty Development Center Resources](#).

- At the beginning of each semester – ideally, no later than the second class meeting – students must be given a syllabus, either in hard copy or electronically.
- If you revise your syllabus during the semester, you must circulate the revisions *in writing* to all students in the course.
- You must send an electronic copy of your syllabus to the department secretary and/or chair by the end of the second week of classes.

Course syllabi must contain the following information:

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](#)."

A. **Course number and title**

B. **Number of credit hours ***

   * *Please note*: Credit hours assigned to a course reflect both classroom instruction time and expected outside preparation/study time. All credits awarded by the College must comply with NYSED and SUNY definitions and policies, and verification of such compliance is a component of Middle States' reaccreditation review. For reference, [New Paltz's credit hour policy](#) – which incorporates and expands upon [SUNY's credit hour policy](#) – can be found on [Academic Affairs' homepage](#), under Instructional Resources.

C. **Class days, time and location.** These specifics may vary based on [teaching modality](#). **Class days, time and location** are relevant for *fully seated, hybrid, extended virtual,* and *online synchronous* course syllabi.

D. **Course prerequisites and/or corequisites**

E. **Instructor's name and contact information**

F. **Times and locations of office hours**

G. **Course description (as it appears in the current [undergraduate catalog](#) or [graduate catalog](#))**

H. **Student Learning Outcomes (SLOs).** SLOs are statements that *specify what students will know or be able to demonstrate when they have completed a course and describe observable and measurable actions or behaviors.*

   Please note*:* College-wide degree requirements for undergraduate students include a **Writing Intensive (WI)** course and a **Diversity** course. If your course fulfills one or both of these graduation requirements, please include in the syllabus the **WI Common Student Learning Experiences** and/or **Diversity SLOs, listed in the Diversity Narrative Supplement.**

   Departments should consider adding program SLOs for required courses in a major/minor.

   Bloom's Taxonomy of Educational Objectives (published in 1956 and revised in 2001) provides a format to express SLOs in a way that reflects cognitive skills, affective skills and psychomotor skills. These resources are especially helpful:

   Using Bloom's Taxonomy to Write Effective Learning Objectives (University of Arkansas)
   Developing Program Goals and Student Learning Outcomes (University of Florida)

I. **Reading materials, including sample text(s) or OER sources**

J. **Attendance statement.** 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 must be stated in the course outline.

K. **Grading information.** Grades should reflect levels of student achievement with respect to the student learning outcomes presented in the syllabus. It is important that students receive timely, formative feedback so they can gauge their progress in the course and have an opportunity to improve their performance before receiving a final, summative grade.

   1. **Explanation of course grading policies**

   2. **Method of determining the final grade, including relative weight of each assignment**

   3. **Grade scale**

L. **Last day of the semester to withdraw from a course without receiving a penalty grade.** In the fall 2020 semester, the date is October 30; in the spring 2021 semester the date is March 29**.**

M. **Campus-wide Policy Statements**

   1. **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 and graduate academic integrity policies are published in the respective catalogs. Sojourner Truth Library's website contains several excellent resources to help with avoiding plagiarism.*

   2. **Reasonable accommodation of individuals with disabilities statement:** *Students needing classroom and/or testing accommodations related to a disability should contact the Disability Resource Center (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) or Jean Vizvary, Director (vizvaryj@newpaltz.edu).*

   3. **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; call 845-257-3120, -3124 or -3074; e-mail np-vms@newpaltz.edu; or stop by the Student Union, Room 100 South.*

4. **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](#) and other [institutional policies](#) related to computer and internet access and usage.*

5. **Identity verification policy statement for online courses:** New Paltz's [Online Identity Verification Policy](#) 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.

6. **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 (HRDI) can provide more information on [Title IX reporting and support](#) as well as the College's [Consensual Relationships Policy](#).*

N. **Information on electronic SEIs, which students are encouraged to complete.** The fall 2020 end-of-semester SEIs will be administered **November 23–December 1**; winter 2020-2021 SEIs will be administered **January 6-January 11**; and spring 2021 end-of-semester SEIs will be administered **April 21-May 5**. To elicit a robust student response to the online SEIs, consider using this statement in your syllabi: *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].

O. **Summary of course topics to be covered**

P. **Course schedule with specific dates of class meetings, assignments, quizzes, papers, and examinations. Include information about proctoring requirements, if relevant.**
   Note: For fall courses, please do not schedule exams, quizzes, or graded work to be given or due on [Black Solidarity Day](#), the first Monday of November. Students who wish to participate should notify faculty 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?

<u>Note</u>: Related suggestions for adaptation in syllabi may be found in the Faculty Toolkit.