Syllabus

Course Name:  
Course Number: prefix number (CRN)
Semester:  
Schedule: class day/time
Instructor:  
Mode: Traditional, Hybrid, Hybrid Plus, Online
Email:  
Office Hours:
Phone:  
Office:

Course Description: from the College catalog

Course Student Learning Outcomes (SLOs): from the course proposal
Students will:
1.
2.
3. etc.

Course Format:
1. Indicate course format (e.g., lecture, discussion, group work, field work, etc.).
2. Specify course requirements (e.g., texts, software, hardware, equipment, assignments, field work, etc.).
   a. NOTE: Include information such as the textbook title/year/author and if the text is required or recommended.
   b. NOTE: Assignments (e.g., term paper, group work), exam formats (objective item, short answer, essay), and field work, if applicable, can be described in this section.
3. Include a description of course assignments and a tentative schedule of topics and due dates.
   a. NOTE: This might include a detailed day-to-day outline with assignments and due dates or a topical outline of the course content. Either format must show course content to be consistent with the approved course proposal on file in each department.
4. Indicate instructional method (e.g., traditional, hybrid, hybrid plus online—synchronous and/or asynchronous sessions).
5. Indicate when the course meets.
   a. NOTE: items 4 and 5 are included in the header above using this syllabus template

NOTE: In this section, also consider indicating whether or not and/or how you will be using Blackboard and student email; example statement: I will be using our Blackboard website to post announcements, PowerPoint presentations, class readings, etc., so I encourage you to check the website frequently. I will also periodically send emails to your Buffalo State student email account; therefore, I expect you to check your email on a regular basis.

Evaluation and Attendance:
Grades
Indicate the basis on which the grade in the course will be assigned and the relative weight of each (e.g., tests, number and frequency), course work, written work, performance of outside activity (number of hours and location), instructor assessment, etc., as appropriate. Further, indicate a grading scale (i.e., A– E) including +/- grades, if appropriate.

Regardless of the instructional method of your course (traditional, online, hybrid), consider including language that addresses evaluation components that go beyond those listed above (i.e., tests, written work). For example:
1. The format and submission process for assignments (quizzes, tests, papers, discussions, projects, etc.).
2. The process for how missed or late work is addressed, whether it is due to illness, technical difficulties, etc.
3. The procedure for announcing course changes.
4. The process for grade distribution, including the use of a learning management system (e.g., a Blackboard “gradebook”), in compliance with FERPA.
5. Grading/evaluation rubrics or assignment guidelines.

Attendance
1. Indicate what constitutes attendance and/or active participation within your course.
   a. NOTE: Attendance may be optional or required. If required, indicate how (e.g., sign-in sheet, by instructor) and when (e.g., every class, occasionally) attendance will be taken. Instructors may consider attendance and participation in calculating the student’s final grade.
   b. NOTE: If attendance is required, consider the following statement: Regular attendance is expected for every class. Students must come to every class meeting on time and prepared to participate. Students are expected to be actively involved in the class and are encouraged to ask relevant questions and contribute to the overall learning environment of this course.
   c. NOTE: Examples of excused absences: absences that are related to personal illness or medical emergency, death or critical illness in the immediate family, jury duty, military duty, religious observances, or participating in college-related activities, such as varsity sports. Students should notify instructors prior to missing class for excusable absences or within 24 hours after the class meeting.
   d. NOTE: Examples of unexcused absences: vacation, job-related responsibilities, working on class assignments, activities sponsored by other departments or classes, child-care responsibilities, or extended personal leave. Students should schedule activities that do not justify excusable absences, such as job or internship interviews, or non-emergency medical appointments, outside of class times.
   e. NOTE: If a student misses a class for any reason, consider the following statement: If students miss class for any reason, they are responsible for obtaining notes and announcements from another student. The instructor will provide handouts if the student requests.
2. Indicate the specific consequences of unexcused absences and/or inactive participation from the course (e.g., lower grades, request for explanation, expectation that the work will be made up, or action consistent with the total course performance, etc.).

Important College Policies and Information: the following are College boilerplate statements

Disabilities—Any student who requires accommodations to complete the requirements and expectations of this course because of a disability is invited to make his or her needs known to the instructor and to the Director of Student Accessibility Services, 120 South Wing, 878-4500.

Disruptive Behavior—Disruptive behavior (cell phones, talking, noise, tardiness, etc.) by students in my class will not be tolerated. Whenever I deem a student to be acting in a disruptive or threatening manner, I will exercise my right to ask that individual to leave the classroom. If refused, I will exercise my right to notify University Police. The responding officer will determine whether an arrest should be made or whether a referral to medical or counseling staff is appropriate. If a student is perceived as a danger to himself, herself, or others, the Dean of Students may propose an interim suspension until a hearing is held. Any student removed from class will have the right to a hearing.
NOTE: More information about procedures for dealing with disruptive students is available in the Faculty Handbook.

**Academic Misconduct policy**—All students at the College are expected to display honesty and integrity in completing course requirements and following college academic regulations. Academic misconduct refers to any form of plagiarism or cheating on examinations or assignments (including provision of answers), and it is inconsistent with the aims and goals of Buffalo State.

NOTE: Consider indicating whether or not and/or how you will impose a grade penalty (e.g., a failing grade for the coursework in question) for an admission of academic misconduct. No penalty for an alleged instance of academic misconduct may be imposed unless the student has been apprised of the allegation, the penalty, and the procedures of due process that are available under the Academic Misconduct policy.

**Tutoring, Writing, and Math Assistance**—Free tutoring and workshops covering many topics (e.g., study skills, time management) are available through Academic Commons, 878-5223.

**Program-level Assessment:** some courses are used for major program assessment and/or Intellectual Foundations (IF) general education assessment. If this is the case for your course, the program-level SLOs must be included on your syllabus.

- For major program SLOs: contact your department chair and/or view the SLOs included in your major program Assessment Plan.
- For IF general education SLOs: SLOs for the various IF categories are available on the Intellectual Foundations website.