[Insert Campus LOGO]

Syllabus for [Course Title]

[Credits]
[Course Department and Number]
[Semester]

Instructor: [Include Name and Title (Aligns with OSCQR standard 1.10). **Remove this text.**]
Name & Pronouns: [Include the names and pronouns that you want to be addressed by (Aligns with OSCQR standard 1.10). **Remove this text.**]
Instructor Phone:
Instructor Email:
Office Hours: [Include physical office location, if relevant, platform/ link for virtual online meetings, and/ or link to schedule meetings. (Aligns with OSCQR standard 1.10). **Remove this text.**]
Course Format: Online (Aligns with OSCQR standard 1.7). **Remove this text.**)
Meeting Times/Location: [For online courses, list any required synchronous meeting times before the beginning of the course (Aligns with OSCQR standard 6.48). **Remove this text.**]
Semester Start Date:
Semester End Date:

Course Description

[Provide the full course description, or academic bulletin course description. (Aligns with OSCQR standard 1.2). **Remove this text.**]

Basic Needs Statement

To learn effectively you must have basic security: a roof over your head, a safe place to sleep, enough food to eat. If you're having trouble with any of those things, please contact XX and/or me. Together we can work to make sure those needs are met.

[Customize this statement, and add your appropriate campus contact for these student support services. (Aligns with OSCQR standard 1.1). **Remove this text.**]

Names & Pronouns

This institution recognizes the importance of a diverse student body, and we are committed to fostering equitable classroom environments. You are invited to share how you want to be referred to both in terms of your name and your pronouns (he/him, she/her, they/them, etc.). I will do my best to address and refer to all students accordingly, and will support you in doing so as well. In this classroom, we will respect and refer to people using the names and personal pronouns that they share. [Customize this statement, and add your appropriate DEI campus contact. *Adapted from Good Practices: Names and Pronouns - LGBT Equity Center, University of Maryland, 2021.* (Aligns with OSCQR standard 1.1). **Remove this text.**]

Learning Objectives

[List the key course learning objectives. Include any approved outcomes and competencies from your department or accrediting body, or general education requirements. Course objectives/outcomes are clearly defined, observable, and aligned with learning activities and assessments. (Aligns with OSCQR standard 1.9). **Remove this text.**]

Co/Prerequisites

[Include co/prerequisites if applicable. **Remove this text.**]

Course Materials

[Provide your full list of course materials and required texts. Include ISBN numbers. Consider the use of Open Educational Resources (OER) that are low/no cost, accessible, and openly licensed. Check with your campus, department, or online learning supports for any campus OER initiatives, or guidance. See also SUNY OER Services. (Aligns with OSCQR standards 1.8, 4.32). **Remove this text.**]

Technology Requirements

[Include all technology requirements, including information on mobile and tablet access. Include links to all technology tools and software used in the course, as well as links to their privacy policies. Check with your campus to confirm that tools are supported and meet accessibility standards. Be sure to include information on available technical support for the specific tools used, as well as campus help desk information. (Aligns with OSCQR standards 1.8, 2.11, 2.14, 2.15). **Remove this text.**]

Campus Tech Support Phone: [Tech help desk phone (Aligns with OSCQR standard 1.6).]
Campus Tech Support Website: [Campus tech help desk website link (Aligns with OSCQR standard 1.6).]

Regular and Substantive Interaction

As your instructor, I plan to interact and engage with each of you on a regular basis throughout the term to support your learning. I will initiate opportunities for interaction with me related to the course's learning objectives, content, activities and assignments, respond to your questions, provide office hours for scheduled interactions, grade and/or provide feedback on your submitted coursework, post regular announcements, and engage in the course discussion areas regarding academic course content when appropriate.

[The institution, program, or individual instructor should adapt and further customize this statement to align with the interactions planned in the course specifically designed to address RSI. (Aligns with OSCQR standards 1.3, 4.29, 5.38, 5.39, 5.41, 5.43). **Remove this text.]**

Course Expectations and Learning Activities

[Include a list of all course learning activities, such as readings, videos, audio, presentations, discussions, reflections, assignments, projects, assessments, etc. Below are some common and suggested learning activities for you to adapt to your course activities. [Provide a list of expectations and activities. (Aligns with OSCQR standard 4.29, 4.30, 4.31). **Remove this text.**]

- Discussions

[Discussions are important for learner-to-learner interaction, online learning engagement, and instructor-to-learner interaction, which is a required element of the Regular and Substantive Interaction federal regulation that distinguishes an online distance learning education course from a correspondence course for financial aid purposes. Online discussions/interactions help learners develop and feel a sense of class community as they interact, collaborate, and share ideas about course topics. Provide a description of the online discussions in the course and expectations for these activities. (Aligns with OSCQR standard 5.41, 5.42, 5.43). **Remove this text.**]

- Journals

[Journals provide an opportunity for learner self-reflection, which can be used to encourage deeper thinking and metacognition to improve learning. Provide a description of any journaling activities in the course and expectations for these activities. (Aligns with OSCQR standard 5.47). **Remove this text.**]

- Assignments/Projects

[Assignments, projects, and small group collaborative activities provide opportunities for learners to apply what they are learning and to demonstrate their thinking and understanding of course concepts/ materials/ topics. Assignments and projects provide opportunities for feedback, peer- and self-assessment, and evaluation. Provide a description of any assignments or projects in the course and expectations for these activities. (Aligns with OSCQR standard 5.45). **Remove this text.**]

- Readings/Lectures

[Engagement with content (Learner-Content interaction) presented in an online course presents learners with information sources that they can refer to as they actively engage in other course activities, such as online course discussions, written assignments, projects, reflections, and assessments. Provide a description of any content, e.g., readings, lectures, presentations, videos, audio podcasts, etc., in the course, and expectations for the use of these materials and activities around them. (Aligns with OSCQR standard 4.29). **Remove this text.**]

- Quizzes/Tests/Assessments

[Quizzes/Tests/Assessments can assist in understanding learning progress, comprehension, and mastery, and can inform future teaching. Quizzes/Tests/Assessments can also be used formatively via self-assessments and peer evaluations. Provide a description of any quizzes/tests/assessments in the course and expectations for these activities. (Aligns with OSCQR standard 5.45). **Remove this text.**]

- Learning Activity (Template for Copy and Paste)

[This is a templated section for you to use for any additional types of learning activities you may have, e.g., labs, studio sessions, simulations, performances, etc. Simply copy and paste sections as needed. It is important to copy the title along with this text, and then edit the text for your added learning activities. This keeps the built-in accessibility framework in place. (Aligns with OSCQR standard 4.29). **Remove this text.**]

Participation Expectations

[Include specific expectations regarding course discussions and interaction. Include communication expectations here, including your response times to communications and grading turnaround time. (Aligns with OSCQR standards 5.38, 1.8, 5.39, 6.48). **Remove this text.**]

Feedback and Suggestions

[Include specific ways students can provide you with course feedback and suggestions, and report issues. (Aligns with OSCQR standards 6.50). **Remove this text.**]

Evaluation and Grading Scale

[Below are example course grading weights and a grading scale. Edit the tables below according to your course evaluation scheme and college/department scales. Map your course learning activities to your course objectives and list the weights of each type of activity. There is a section below specifically for your late-work policy. To maintain the accessibility of this table, do not merge cells. Be sure to check the accessibility of the table if you alter them. (Aligns with OSCQR standards 5.39, 6.44). **Remove this text.**]

Grading Weights:

Category	% Of Grade	Grade Items (Learning Activities)	Associated Learning Objectives/Outcomes
Discussions	20%	1. List related tasks (Activities, Assignments, Assessments)	• List related course objective(s).
Written Assignments	20%	1. List related tasks (Activities, Assignments, Assessments) 2.	• List related course objective(s).
Projects/ Group work	15%	1. List related tasks (Activities, Assignments, Assessments) 2.	• List related course objective(s).
Labs/ Studios	20%	1. List related tasks (Activities, Assignments, Assessments)	• List related course objective(s).
Quizzes/ Tests	10%	1. List related tasks (Activities, Assignments, Assessments) 2.	• List related course objective(s).
Final	15%	1. List related tasks (Activities, Assignments, Assessments)	• List related course objective(s).
TOTAL	**100%**		

Grading Scale:

Letter Grade	% Grade
A	93%-100%
A-	90%-92%
B+	87%-89%
B	83%-86%
B-	80%-83%
C+	77%-79%
C	73%-76%
C-	70%-72%
D	67%-69%
D-	63%-66%
E	60%-62%
F	<60

Students may also be granted Withdrawal (W), if they withdraw from the course, or an Incomplete (I) should their circumstances permit.
A student who feels they were graded unfairly, or who seeks to dispute a grade, may initiate a grade appeal process. Refer to Campus Policies for more information on withdrawals and appeals.

[Adjust these grading tables to the course/department/campus weights/scales. **Remove this text.]**

Course Schedule

[A course schedule helps learners understand the pacing of the course and what to expect, so they can plan accordingly. Include overall course structure information, as well as information about the activities in each course module, e.g., start and end dates of the module, with all activities, projects, assessments listed. Modules should have short meaningful names to provide logic, context, and organization, not just "Module 1, Module 2…" Include all on-and offline activities, due dates, readings, and other course activities and deliverables with due dates. You may want to leverage the LMS calendar/scheduling tools to facilitate creating and managing your course schedule.

Below is a templated section for you to use for each of the course modules in the course. (Aligns with OSCQR standard 1.2). **Remove this text.**]

● Module X: Topic (Dates)

[This is a templated section for you to use for each of the course modules in the course. Copy, paste, modify, and adapt this Course Module Template according to your needs and number of course modules. Add text by copying and pasting, or remove text by deleting. Duplicate the entire Course Module including "MODULE X:TOPIC (DATES)" and the bulleted text in this section, and then change it according to your module. **Remove this text.**]

- **Activities/Assignments due xx**
  - Watch/Read due x/xx
  - Discussion first response due x/xx
  - Discussion replies due x/xx
  - Written Assignment due x/xx
  - Group Project due x/xx
  - Journal/Reflection due x/xx
  - List item
- **Assessments due xx**
  - Self-Assessment due x/xx
  - Peer Evaluation due x/xx
  - List item

Course Policies

Late Work/Make-up Policy

[Include policy on late work and make-up work here. (Aligns with OSCQR standard 6.44). **Remove this text.**]

Online Attendance Policy

[Include information or a link to campus policy for online attendance. Include expectations for logging in, checking email, and notifications, etc. Include any policy on missing synchronous sessions. (Aligns with OSCQR standards 1.3, 1.5). **Remove this text.**]

Netiquette

[Add your own course netiquette expectations. Include a link to your campus code of conduct information. Consider co-creating agreed upon standards for interactions in the course with course participants. (Aligns with OSCQR standard 5.39). **Remove this text.**]

The Use of Artificial Intelligence in Coursework

The expectation of this course and its instructor is that work produced for a grade will represent the learner's efforts to meet course assignment and academic goals. Artificial intelligence exists as a resource and can be applied as a search and research tool. In this course the use of AI is: [Select and

adapt one of the following statements to best align with your instructional objectives and expectations. **Remove this text.**]

- **Not allowed:** In this course all work is expected to be generated by the learners themselves, whether working individually, or in groups. Learners should not have another person, or entity do any drafting or writing of any substantive portion of assignments for them, which includes hiring a person, or a company to write assignments, and/or using artificial intelligence tools like ChatGPT.

- **Encouraged in specific assignments with attribution**: In this course learners can choose to use AI tools like ChatGPT to help brainstorm and/or draft assignments or projects, or to revise existing written work. It is expected that submitted assignments will follow the specific assignment instructions regarding the use of AI, and appropriately reference, cite, and attribute any role played, or text generated by AI tools.

- **Encouraged/required with attribution**: The use of AI tools, including ChatGPT, is encouraged/required in this course for specific assignments. To adhere to our scholarly values, learners must appropriately cite any AI-generated material that informed their work (this includes in-text citations and/or use of quotations, and in the reference list). Using an AI tool to generate content without proper attribution violates institutional academic integrity policies.

Options adapted from UMass Amherst CTL: How Do I Consider the Impact of AI Tools like ChatGPT in My Courses?

How to cite ChatGPT in APA style for this course.

[See additional examples, information, and references. Select and adapt these statements to your specific course policies and coursework levels. Remove this section, if not applicable. Make sure you adapt the title of this section to fit your course-specific needs. Add your own course-specific policy, or expectations, if applicable. (Aligns with OSCQR standards 1.5, 6.44). **Remove this text.**]

Additional Course Policies and Procedures

[Include additional course-specific policies and procedures not covered in other parts of the syllabus. Remove this section, if not applicable. Make sure you adapt the title of this section to fit your course-specific needs. (Aligns with OSCQR standard 1.5). **Remove this text.**]

Campus Policies & Processes

Code of Conduct

[Include a link to campus Code of Conduct Policy and any additional related information. (Aligns with OSCQR standard 1.5). **Remove this text.**]

Technology Acceptable Use Policy

[Include a link to the campus Acceptable Use (AU) Policy. (Aligns with OSCQR standard 1.5). **Remove this text.**]

Procedures for Resolving Academic Grievances/Appeals

[Include a link to campus information on the process for initiating and resolving Academic Grievances/Appeals. (Aligns with OSCQR standard 1.5). **Remove this text.**]

Withdrawal and Drop Date Policy

[Include the link to the Withdrawal and Drop Date campus policy/information. Include course-specific information, if applicable. (Aligns with OSCQR standard 1.5). **Remove this text.**]

Academic Integrity and Plagiarism

[Include a link to campus integrity and plagiarism policies/information. Add your own course-specific policy, or expectations, if applicable. (Aligns with OSCQR standards 1.5, 6.44). **Remove this text.**]

Copyright Policy

[Include a link to campus Copyright Policy. Add your own course-specific policy, or expectations, if applicable. **(**Aligns with OSCQR standards 1.5, 4.33). **Remove this text.**]

Reasonable Accommodations

[Include a link to campus Reasonable Accommodation Statement. Include ADA/504 compliance statement and link, as well as campus Disability Center contact information. (Aligns with OSCQR standard 1.5). **Remove this text.**]

Additional Policies

[Include links to additional relevant Campus Policies here. Duplicate this section as needed to accommodate any additional relevant policies. (Aligns with OSCQR standard 1.5). **Remove this text.**]

Student Support Services & Resources

Academic Bulletin

[Include a link to Campus Academic Bulletin. (Aligns with OSCQR standard 1.5). **Remove this text.**]

Department and Program Information

Department Phone Number: [(Aligns with OSCQR standard 1.10). **Remove this text.**]

Department Email Address: [(Aligns with OSCQR standard 1.10). **Remove this text.**]

Program Phone Number: [(Aligns with OSCQR standard 1.10). **Remove this text.**]

Program Email Address: [(Aligns with OSCQR standard 1.10). **Remove this text.**]

Other Resources

[Disability Resource Center link. (Aligns with OSCQR standard 1.5). **Remove this text.**]

[The Writing Center link. (Aligns with OSCQR standard 1.6). **Remove this text.**]

[Library Resources link. (Aligns with OSCQR standard 1.6). **Remove this text.**]

[Counseling Center link. (Aligns with OSCQR standard 1.6). **Remove this text.**]

[Tutoring Services/Center link. (Aligns with OSCQR standard 1.6). **Remove this text.**]

[Technology Supports. (Aligns with OSCQR standards 1.6, 1.8). **Remove this text.**]

[Help Desk. (Aligns with OSCQR standards 1.6, 1.8. **Remove this text.**]

[Office of Diversity and Inclusion link. (Aligns with OSCQR standard 1.5). **Remove this text.**]

[Campus Security phone number and location, if relevant. **Remove this text.]**