Enter Course Name – Abbreviation & Number
Semester Year Online Course Syllabus
September 5 to December 17, 2024

Faculty Name:

Bio: Learn more about me in the Instructor Info section of our Blackboard course.

Phone:

E-mail:

Office Hours: Enter days and times or by appointment (Use your e-mail address, MS Bookings or Calendly) and Zoom link



Remove text and replace above picture with yours

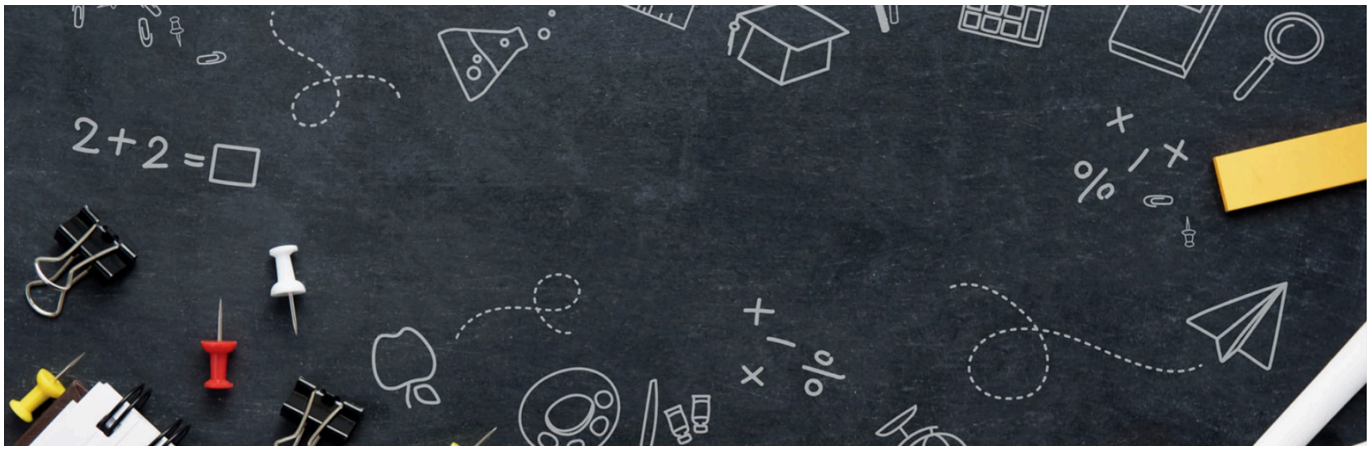
Replace this text with your School Name

Program:

Contact Name:

Phone:

E-mail:



Remove this text and replace above picture with one that matches the course's theme

Course Description



[Copy and paste the Course Description from Banner (Bulletin) here. Remove these instructions when done. To undo replacement or removal of content, click Undo (Ctrl+Z)].

Accessibility Statement

Stockton University is committed to providing inclusive and accessible learning environments. In accordance with Title II of the Americans with Disabilities Act, all digital course materials are designed to meet Web Content Accessibility Guidelines (WCAG) 2.1 Level AA standards. If you encounter any accessibility issues with materials in this course, please contact the course instructor. If additional assistance beyond the instructor is required, email dandi@stockton.edu. Students requiring official course accommodations should contact the Learning Access Program.

Course Learning Outcomes

[Include the course learning outcomes listed in the course catalog. Faculty may add additional learning outcomes to supplement the catalog outcomes. Click **Assessment Resources & Tools** for guidance and best practices on writing measurable learning outcomes provided by the Office of Academic Assessment. When done, delete these instructions]

As a result of active participation in this course, students will:

1. [Replace with Course Learning Outcomes].
2. [Replace with Course Learning Outcomes].
3. [Replace with Course Learning Outcomes].
4. [Replace with Course Learning Outcomes].

Class Format

[Use, replace or modify this paragraph to be specific to your course] This online course encourages the use of educational activities, digital resources, and self-directed learning to master course content. Participation in an online class involves completing all assigned work, ongoing monitoring of communication, actively engaging in discussions and contributing to group activities. It is important to check email and online course resources on a regular basis. Active learning occurs with class activities, self-study assignments and use of special technology equipment and digital resources. Students may use email, the general course discussion board and virtual office hours to speak with course faculty.

Class Structure

[Use, replace or modify this paragraph] This [choose or modify: online/hybrid/in-person] class will be conducted using technology such as Zoom, Blackboard and [list other third party educational tools]. Specifically, we will use Blackboard to

host course documents including the syllabus and conduct class activities such as discussions, assignment submission and taking tests. Zoom or Blackboard Collaborate Ultra will serve as our virtual classroom.

Course Attributes

[Please select the course attributes and designations below that apply to your course. Click here for more information.]

A **Q1** attribute indicates the primary focus of this course is mathematical thinking.

A **Q2** attribute indicates the focus of this course is mathematics applied to disciplinary or interdisciplinary content.

A **W1** attribute indicates writing is the primary subject of this course.

A **W2** attribute indicates the primary focus of this course is the subject matter with writing as an additional focus of study.

A **R1** attribute indicates the primary focus of this course is on race and racism education.

A **R2** attribute indicates the focus of this course is on race and racism education applied to disciplinary or interdisciplinary content.

An **A** attribute indicates the main focus of this course is on the languages of art, music, architecture, drama, and dance.

An **H** attribute indicates this course will introduce to students the significance of historical times within and across societies' cultures.

An **I** attribute indicates this course will focus on international, class, gender, ethnicity, and/or race issues.

A **V** attribute indicates this course requires thoughtful consideration of ethics, ethical decision making, and ethical dilemmas.

General Studies Course Designation

This **GAH** course introduces students to the arts and humanities.

This **GEN** course recognizes the value in studying knowledge including the process of knowing and communicating knowledge through cognitive and affective learning.

This **GIS** course transcends specialization and offers a perspective on self, knowledge, and the human condition.

This **GNM** course shares the nature and processes of science.

This **GSS** course promotes understanding human behavior and interactions in the social sciences.

Prerequisites



[Complete applicable details. Delete entire section if not applicable to course. Remove instructions when done] This course is open only to [add as appropriate] majors. Successful completion of [add as appropriate] courses is required. It is strongly recommended that you possess the following skills [add requirements such as using Microsoft Office or other appropriate prerequisite skills]. If you are uncertain about whether you have the recommended skills, you should contact the course faculty. I will suggest resources that may assist you in learning or reviewing skills needed for this course. If you determine that the prerequisite skills are difficult to master, you may consider other learning opportunities to develop the necessary skills and register for this course in a future term.

Course Resources



Required Textbooks & Resources

The following materials are required for this course.

- [add textbooks and other required materials. Include name of publication, required/acceptable edition, author/editor, publisher and ISBN. If material is difficult to locate, include instructions on obtaining the materials]. Consider using open education resources to alleviate financial burden and offer access to updated digital resources]

Recommended Textbooks & Resources

The following materials are required for this course. If you anticipate financial difficulty obtaining the required course materials for this course, speak with the Office of the Dean of Students (contact information found in the Campus Support section at the end of this syllabus).

- [provide details for recommended materials. Include brief description explaining why material is recommended]

Richard E. Bjork Library & Learning Commons

Stockton's Richard E. Bjork Library & Learning Commons is important for student success in this course. In addition to books, reference materials, periodicals, newspapers, microfilms, media, computer software, archival materials, and government documents, the library provides a Learning Commons, group study spaces, computers, printers, and

scanners, and research support. Access to many library resources is available at the library website. Librarians are available to assist students in person, by email, and via a library chat feature on the website.

Osprey Navigate - Your Mobile Academic Resource

Download and use the free Navigate360 Student app to access the Ospreys Navigate platform. You can raise your hand for help, schedule appointments, and connect with preceptors, faculty, staff, and campus resources in one place! Use the QR code to download the app from the App Store or Google Play. Visit the Osprey Navigate page for more information and to log in.

Course Technology

[Use, replace or modify. Consider equity and accessibility issues when selecting technology to use in the course] We will use Blackboard [add other technology requirements like clickers, software, publisher material] in this course. It is important to follow all instructions related to the use of course technology. [include if using equipment not owned by students: We are expected to consider safety, take care of and clean equipment, and return equipment after use. Immediately report damaged/broken equipment to faculty].

Blackboard: Do not share your Blackboard username and password. Content in Blackboard belongs to the class and may not be recorded, copied or provided to others. Review the available tutorials to help you navigate Blackboard.

If you are planning to access Blackboard with a mobile device, download the app from the App Store (iphone/iPad) or from Google Play (Android phones and tablets). The Blackboard app permits you to view course content, take tests (unless Respondus is required for tests) and obtain your grades.

Zoom: Students will join Zoom sessions using the link provided in Blackboard. Students may not join Zoom sessions while operating a motor vehicle. Faculty may record Zoom sessions for use as part of the course. Faculty will delete course recordings 60 days after the semester ends. Students may not record, share, or retain any Zoom sessions without written permission from their faculty. Zoom session information including session passwords may not be shared with anyone outside of class as a protection against zoombombing and unauthorized viewing of course materials.

Course Expectations



Attendance

[Use, replace, or modify information in brackets] Attending and participating in our class sessions is necessary for learning and contributing to our learning community. Being prepared and on time for class is an important professional skill and courtesy to others. This syllabus provides information required to be prepared for class.

If you need to miss classes for religious observance or a University excused event, email your course faculty [faculty e-mail address goes here] at least 1 week prior to the absence.

If you are ill or have an emergency that prevents you from attending class, report your absence by email to the course faculty [faculty e-mail address goes here]; inform the course faculty in writing (email) of the absence and make plans to meet course requirements. It is your responsibility to ask classmates for information missed due to lateness or absence. Any absence lasting 5 or less school days is discussed with faculty. [Describe your course's attendance and make up policy. Faculty can request documentation for absences in the form of appointment confirmations, return to school notices (you cannot ask for a diagnosis), appointment confirmation, obituary link, travel itinerary, etc. If you permit Zoom attendance during illness, provide that information.]

If you are absent for an extended period (6 or more school days), complete the Notification of Absence form and contact your course faculty to make arrangements for missed course work. Additional support for extended absence is available through Stockton Cares. Refer to Stockton's course attendance policy and as needed the leave of absence policy.

Please note that faculty are required to monitor and report on course attendance. Refer to Academic Engagement for more information.

Class Preparation

[Use, replace or modify] Your participation in course learning including discussion and activities is extremely important for you and your peers. Here are some ground rules:

- **Be prepared for class.** Complete assigned readings, self-study activities, and other tasks as indicated in the syllabus. Check in to our course in Blackboard at least twice a week.
- **Be engaged.** Learning is not a spectator sport. This course requires your active participation. Participation is crucial to your success. The more engaged you are in the learning process, the more you will get out of this course. Active participation includes participation in online discussions, group exercises and demonstrating your best effort in formal and informal assignments. Attendance is observed as online participation and is considered in the calculation of a student's final grade. Faculty may issue a failing grade for lack of online presence in this course.
- **Respect others**. Our sessions and assignments are safe places to explore [add course concepts]. We will consider the impact of [add info relevant to course]. To maintain a safe place for exploring multiple perspectives, respect for fellow students is mandatory, especially if you disagree. Respectful and engaged participation is [graded and observed during class].
- **Classroom culture**: Stockton University promotes inclusive student success. As a learning community, all students are expected to contribute to an atmosphere that is safe, respectful, and open to diverse perspectives. We will show courtesy and respect for each other and treat each other with kindness and compassion. Comments that degrade or ridicule another, whether based on individual or cultural differences, are unacceptable. We seek to include everyone in the class and not exclude anyone. We admit when we are wrong and learn from our mistakes. Our classroom is an environment that celebrates multiple ideas and points of view. We listen to others with an open mind even if we do

not agree; we consider what we may learn from others. We credit the work of others and do not claim it falsely as our own. Disrespectful language, behaviors, or attitudes may result in the course faculty removing disruptive students from class and taking other appropriate actions in alignment with Campus Conduct Code policy.

- **Inclusivity.** It is the responsibility of your course faculty to provide course materials and learning activities that are respectful of diversity, such that students from diverse backgrounds and perspectives are welcomed, safe, and respected in this course. No person shall be discriminated against because of race, ethnicity, color, age, religion, creed, gender, gender identity, sexuality, disability, nationality, culture, genetic information, socioeconomic status, marital status, veteran's status, or political belief or affiliation and equal opportunity and access to facilities shall be available to all. To learn more, view Student Policy and Procedure Prohibiting Discrimination and Harassment in the Academic/Education Environment.
- **Student feedback.** You will be asked to provide ongoing feedback about your experience in this course. Your feedback is very important and appreciated.
- **Be engaged!** This course explores [add relevant course information]. There is a lot to learn in this class and much more to learn throughout your academic career. Learning is a lifelong process. Make the most of it and enjoy the learning experience!
- **Trigger warning**. [delete or modify to be specific to your course] At times, we will be discussing content and historical events that may be disturbing, even traumatizing, to some students. If upon review of the syllabus and course materials, you identify session topics that may be traumatizing, kindly reach out to the course faculty to discuss your concerns prior to the specific class session(s). Likewise, if you want to discuss your personal reactions to course material with the course faculty, such conversations are welcome. If you need to excuse yourself from a challenging discussion, you may do so without academic penalty. You will, however, be responsible for any material you miss including obtaining notes from another student or discuss the situation with the course faculty.
- **Attendance at events**. [delete or modify to be specific to your course] At times this semester, you will be attending special events on campus including performances, speaker events, and workshops. While attending events, respectful behavior is expected and includes avoiding personal conversations and paying attention to the speaker/performers during the event. Cell phones and other devices are to be turned off or silenced and put away.

Expectations for Technology Use

[Use, replace or modify. Consider equity and accessibility issues when establishing expectations] Technology is an essential part of our learning experience. However, when used inappropriately, technology may hinder learning. If sharing your computer screen during a scheduled Zoom session, only display information pertaining to the course content. You may not share Zoom session information with anyone who is not a member of this course. Inappropriate use of technology can be distracting to your peers, causing negative effects on the learning experience. Respect for your peers and faculty is expected. The same behaviors and expectations in our classroom also apply to online interactions. [if required for your course be explicit in providing netiquette guidelines] You should be familiar with Stockton's Acceptable Usage Standards of Computing and Communication Technology.

Technology may not be used to record class material without prior approval of the faculty or your peers. Recorded video or audio may be permitted for personal learning use of a specific student with appropriate accommodations and may not be shared in any public manner. Materials recorded for personal use are to be deleted at the end of the semester unless written permission is provided by the faculty.

Expectations for Use of Generative Artificial Intelligence (AI)

Select one of the three options below that fits your course plans and modify appropriately to meet your course needs.

For courses that prohibit generative AI use: Generative artificial intelligence (AI) programs, such as ChatGPT, may not be used for any work or assignments required in this course. The use of generative AI programs defeats the writing requirements and critical thinking skills that are vital to achieving our learning outcomes. Submission of partial or complete work from generative AI programs is not permitted and will be treated as plagiarism as defined in Stockton's Student Academic Honesty Procedure and handled in accordance with the Procedure.

For courses that permit limited generative AI use: Generative artificial intelligence (AI) programs, such as ChatGPT, may be used in this course to [faculty to select appropriate use by adding or deleting from this list or listing specific course assignments/activities: brainstorm or learn more about a topic, revise your work, draft an outline or organize thoughts, check grammar, improve writing style, add other uses] with appropriate citation complying with Stockton's Student Academic Honesty Procedure. You are responsible for fact-checking statements composed by generative AI models and respecting intellectual property. Generative AI may not be used for [faculty to select inappropriate use by adding or deleting from this list or listing specific course assignments/activities: composing discussion posts or in class responses that you are instructed to write, completing assignments, writing papers or portions of papers for class assignments]. If you are uncertain about the appropriate use of generative AI in this course, you are encouraged to contact your instructor for clarification. Inappropriate use of generative AI programs is not permitted and will be treated as plagiarism as defined in Stockton's Student Academic Honesty Procedure and handled in accordance with the Procedure. Review the Student Guide to Artificial Intelligence to learn how to develop the knowledge and skills to engage with Generative AI critically, ethically, and effectively—leveraging its capabilities while recognizing the unique value of human expertise, creativity, and judgment.

For courses that embrace generative AI use: This course encourages the use of generative artificial intelligence (AI) programs, such as ChatGPT. The use of generative AI programs aligns with the following course learning outcomes [faculty insert learning outcomes aligned to use of generative AI]. When using generative AI programs you must respect intellectual property, engage in fact checking, and use appropriate citation methods. The use of generative AI programs without proper attribution violates Stockton's Student Academic Honesty Procedure. Review the Student Guide to Artificial Intelligence to learn how to develop the knowledge and skills to engage with Generative AI critically, ethically, and effectively—leveraging its capabilities while recognizing the unique value of human expertise, creativity, and judgment.

Accreditation Standards



[If required, insert accreditation standards]

IDEA Objectives



The Individual Development and Educational Assessment (IDEA) or Small Class Surveys (SCI) is used to assess student perceptions of the learning experience at the end of each course. This course addresses the following IDEA objectives:

[Retain essential and important objectives for this course. Delete other objectives. Remove instructions when done]

- Gaining a basic understanding of the subject (e.g., factual knowledge, methods, principles, generalizations, theories)
- Developing knowledge and understanding of diverse perspectives, global awareness, or other cultures
- Learning to apply course material (to improve thinking, problem solving, and decisions)
- Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course
- Acquiring skills in working with others as a member of a team
- Developing creative capacities (writing, inventing, designing, performing in art, music, drama, etc.)
- Gaining a broader understanding and appreciation of intellectual/cultural activity (music, science, literature, etc.)
- Developing skill in expressing oneself orally or in writing
- Learning how to find, evaluate, and use resources to explore a topic in depth
- Developing ethical reasoning and/or ethical decision making
- Learning to analyze and critically evaluate ideas, arguments, and points of view
- Learning to apply knowledge and skills to benefit others or serve the public good.
- Learning appropriate methods for collecting, analyzing, and interpreting numerical information

Course Schedule



Week	Complete Before Class	Class Topics	Activities and Assignments
1	**[add activities to be completed prior to class including assigned readings, homework, and other activities]**	***[List topics to be covered in class]*** ***[add specific student learning outcome number(s) from the syllabus that are met or related to the class topics]***	**[provide information about activities and assignments that are due or completed after class]**

Week	Complete Before Class	Class Topics	Activities and Assignments
2		***[add student learning outcome number(s)]***	
3		***[add student learning outcome number(s)]***	
4		***[add student learning outcome number(s)]***	
5		***[add student learning outcome number(s)]***	
6		***[add student learning outcome number(s)]***	
7		***[add student learning outcome number(s)]***	
8		***[add student learning outcome number(s)]***	
9		***[add student learning outcome number(s)]***	
10		***[add student learning outcome number(s)]***	
11		***[add student learning outcome number(s)]***	
12		***[add student learning outcome number(s)]***	
13		***[add student learning outcome number(s)]***	
14		***[add student learning outcome number(s)]***	
15		***[add student learning outcome number(s)]***	

Week	Complete Before Class	Class Topics	Activities and Assignments
16		*[add student learning outcome number(s)]*	

Grading & Assessment Expectations



[Use, replace or modify] An online course maintains the same academic rigor as a traditional classroom course. A four-credit course typically requires 4 hours of class learning and 8 hours for reading, studying, and completing assignments. Students should expect to spend 12 hours per week on this online course. The purpose of learning activities and assignments is to prepare, practice, reinforce, or apply acquired skills and knowledge. Completing this work assists students in fully benefitting from the learning opportunities provided by this course. The faculty teaching this course makes every effort to design activities and assignments that are meaningful and significant to the learning experience. Students are expected to develop good time management/organizational skills, effective study skills and complete assignments in a manner responsive to the instructions provided to enhance learning of course content.

Course Grading Criteria

[Use, replace or modify to align with grading in your course or program. Remove this sentence when finished.

94-100	A	90-93	A-	87-89	B+	84-86	B	80-83	B-
77-79	C+	74-76	C	70-73	C-	64-69	D	0-63	F

Course Assessment

[Revise this statement and add additional policies] The following course assignments, activities, and exams result in the final grade students earn in this course. Kindly review detailed assignment instructions and grading criteria (rubrics) provided on Blackboard in the Assignments folder. Instructions for exams are provided with the exam posting on Blackboard. It is the student's responsibility to seek clarification if assignment instructions or expectations are unclear. It is an effective strategy to seek clarification in the assignment guidelines and then from peers before seeking faculty assistance.

[Add all graded course assignments and exams to the table. Remove examples provided and this sentence. Reference/list student learning outcomes for each assignment]

Name of Assignment/Graded Activity/Exam	Explanation (overview of assignment)	Percentage of final grade
(Example) Midterm Exam	**This multiple choice and short essay exam will cover content from weeks 1-6.**	**20% of final grade**
Research Paper	**This 10-page paper …**	**30% of grade**

Assignments: [Use, replace or modify] Kindly refer to detailed assignment guidelines provided in this syllabus and in the course in Blackboard. It is expected that written assignments will be clear, concise, grammatically correct and reflect University level work responsive to the directions provided.

- Online submission requires documents to be in Word format (.docx or .rtf). Students may download MS Office 365 at no cost.
- Submitted video files must be in mp4 format.
- Use MLA/APA format as indicated in the assignment guidelines.
- Editing and reviewing of one's own work is expected.
- Seek tutoring support as needed in advance of deadlines.
- Use available resources demonstrating appropriate information literacy.
- Plagiarism in any form is not acceptable.

Exams: [Revise this statement and add additional policies] All quizzes, tests and exams are provided in the course in Blackboard. Quizzes/Tests/Exams are typically available for 24 hours, make-up quizzes/tests/exams are not available except under true emergency situations. Faculty may temporarily reopen a quiz or exam if notified of the emergency within 24 hours of the missed quiz/test/exam if doing so is reasonably feasible and verified documentation of the emergency is produced upon faculty request.

Testing Using Respondus: [Use, replace or modify] This course requires students to have a webcam, microphone and the Respondus Lock Down Browser to complete specific course assessments such as exams, tests, or quizzes. Audio and video information during the assessment period may be recorded for security purposes. Note: downloading the Respondus Lock Down Browser and providing consent to record your assessment session will be required to take exams in this course. If you need assistance contact the ITS help desk.

Campus Support, Policies and Procedures



The Campus Support, Policies and Procedures page serves as a centralized resource for important university policies, student rights and responsibilities, and support services. Students are encouraged to review this page for information related to academic integrity, accessibility and accommodation, technology use, campus resources, wellness services, and other policies that may support their success throughout the semester.