

Syllabus for [Course Title]

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

Instructor: [Include Name and Title]
Name & Pronouns: [Include the names and pronouns that you want to be addressed by]

Instructor Phone:
Instructor Email:
Office Hours:
Course Format: Traditional (face-to-face)
Meeting Times/Location:
Semester Start Date:
Semester End Date:

# Course Description

[Provide the full course description, or academic bulletin course description.

# 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.

# 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.

# Co/Prerequisites

[Include co/prerequisites if applicable.]

# 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]

# 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.

Campus Tech Support Phone: 716-878-4357
Campus Tech Support Website: <https://academicsuccess.buffalostate.edu/technology-support>

# 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.] Include any of the below that you use in your course.

## 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.

## 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.

## Readings/Lectures

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.

## 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.

## 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.]

## Participation Expectations

[Include specific expectations regarding course discussions and interaction. Include communication expectations here, including your response times to communications and grading turnaround time.]

## Feedback and Suggestions

[Include specific ways students can provide you with course feedback and suggestions, and report issues.]

## 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.]

## Grading Weights:

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

## Grading Scale: (Use the grading scale appropriate for your course)

| **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 |  <63% |

*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*](#bookmark=kix.1i2crvuh4ke8) *for more information on withdrawals and appeals.*

## 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. 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.

## 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.

* **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.]

## Attendance Policy

[Include policy on attendance here.]

## Classroom etiquette

[Add your own course etiquette 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.]

## 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.]

Anti-Racism, Anti-Oppression, and Social Justice: Buffalo State is committed to creating a learning environment that encourages the relentless, vocal, and unequivocal pursuit of social justice and practice of anti-racism and anti-oppression work among students and faculty alike.

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. Buffalo State Equity and Diversity: <https://equity.buffalostate.edu/about-us>

# Campus Policies

## Code of Conduct

<https://studentconduct.buffalostate.edu/sites/studentconduct.buffalostate.edu/files/uploads/2023%20Code%20of%20Conduct%20with%20changes.pdf>

## Technology Acceptable Use Policy

<https://adminpolicylibrary.buffalostate.edu/sites/adminpolicylibrary.buffalostate.edu/files/uploads/Documents/Electronic%20Resources%20%28Policy%20on%20the%20Use%20of%29%20CIO%20VP%20_FINALIZED%202-3-20.pdf>

## Procedures for Resolving Academic Grievances/Appeals

<https://academicstandards.buffalostate.edu/petitions>

## Withdrawal and Drop Date Policy

<https://registrar.buffalostate.edu/withdrawal-course>

## Academic Integrity and Plagiarism

<https://academicstandards.buffalostate.edu/misconduct>

Add your own course-specific policy, or expectations, if applicable.

## Copyright Policy

<https://it.buffalostate.edu/copyright-infringement>

## Reasonable Accommodations

Students who need accommodations to complete the requirements and expectations of this course because of a disability are invited to make their needs known to the Student Accessibility Services (SAS) Office, E. H. Butler Library 160, (716) 878-4500, email sas@buffalostate.edu or complete their request by filling out the Initial Accommodation Request form.

Students registered with SAS should use the Accommodate Portal to submit their "Semester Request" (Letter of Accommodation) every semester. This letter informs faculty of the student's academic accommodations. (<https://sas.buffalostate.edu/accommodations>)

## Additional Policies

My priority as your professor is to ensure a safe, respectful education environment where all students can learn and thrive. The University does not tolerate any form of discrimination or harassment (including sexual assault, dating and domestic violence, stalking) based on protected characteristics (e.g., sex, gender identity, sexual orientation, religion, pregnancy, etc.) or related retaliation. All faculty and teaching assistants are considered mandated reporters by the University, which means that if they observe or learn of sex-based harassment/ discrimination or related retaliation, they are obligated to immediately share that information with the University’s Title IX Coordinator. This obligation, grounded in law and policy, is designed to protect the safety of students and the broader Buffalo State community, as well as ensure that students receive information about available supportive measures and resolution options to enable them to make informed choices. Supportive measures include reasonable academic accommodations available with or without the filing of a formal complaint.

If you need academic accommodations due to sex discrimination, harassment, or related retaliation, you may use:

**On Campus Resources:**

* Contact the Title IX Coordinator directly (titleix@buffalostate.edu or 716-878-5212), without sharing any personal information with me.
* If you would like to speak with a **confidential** counselor about sexual misconduct, [The Counseling Center](https://counseling.buffalostate.edu/) provides 24/7 confidential support for students via the Bengal Support Line (833-823-0260), or by scheduling an appointment at 716-878-4436.
* If you are a student with a disability and require reasonable accommodations to meaningfully participate in this course, please contact the University’s [Student Accessibility Services](https://sas.buffalostate.edu/) at your earliest convenience (sas@buffalostate.edu or 716-878-4500), as SAS is responsible for processing and approving such requests.
* If you are pregnant, have recently experienced childbirth, and/or have medical needs related to childbirth, please contact our Title IX Coordinator for assistance.
* You can file an [anonymous report](https://buffalostate.co1.qualtrics.com/jfe/form/SV_6EdkiALwkGLO0El) with our University Police Department: 716-878-6333, police@buffalostate.edu

**Off Campus Resources:**

* Crisis Services: 24/7 hotline, 716-834-3131
* National Suicide Prevention Lifeline: 1-800-273-8255
* Family Justice Center: 716-558-7233, safe@fjcsafe.org

# Resources

## Department and Program Information

Department Website:

Department Phone Number:

Department Email Address:

Program Phone Number:

Program Email Address:

## Other Resources

Disability Resource Center: <https://sas.buffalostate.edu/>

The Writing Center: <https://academicsuccess.buffalostate.edu/writing-center>

Library Resources link: <https://library.buffalostate.edu/general>

Counseling Center link: <https://counseling.buffalostate.edu/>

Tutoring Services/Center link: <https://academicsuccess.multistg.buffalostate.edu/tutoring>

Technology Supports: <https://academicsuccess.buffalostate.edu/technology-support>

Office of Diversity and Inclusion link: <https://equity.buffalostate.edu/>

Weigel Health Center: <https://weigel.buffalostate.edu/>

Weigel Counseling Center: <https://counseling.buffalostate.edu/>

The Dean of Students Office helps students navigate the college experience, particularly during difficult situations such as personal, financial, medical, and/or family crises. If you or someone you know needs support, services are available. For a list of support services and information, please visit <http://deanofstudents.buffalostate.edu>, call 716-878-4618 or stop by 311 Campbell Student Union during business hours.

Dean of Students Resource page: <https://deanofstudents.buffalostate.edu/resources-students>

Emergency Fund Program: <https://deanofstudents.buffalostate.edu/emergency-relief-programbengal2bengal-fund>

The Milligan’s Food Pantry: <https://deanofstudents.buffalostate.edu/milligans-food-pantry>