**Instructions for using the template**

Suffolk University faculty are encouraged to adapt this template for their classes.

* *Italicized text includes notes and suggestions for you and should be deleted before distributing the syllabus.*
* [Text in brackets should be replaced and brackets should be removed.]
* All other text should remain as is.

Please note, your department or college may require additional elements in your syllabus.

[**See the**](https://sites.suffolk.edu/ctse/course-design/course-syllabus/) **CTSE website for more information, suggestions, and examples →**

[**There is a knowledge base article on uploading your syllabus to Canvas and some of the options for displaying the information**](https://suffolk.service-now.com/sp?id=kb_article_view&sys_kb_id=1e9c956e1b2f9d10f9f19827bc4bcbde)**.**

# Course Number – Course Title

Semester (Season, year)

# Instructor Information

**Instructor:** [name and pronouns, if you are comfortable sharing them]

**Email:** [email]

**Student Hours:** [office hours] (*Faculty:* *You may offer virtual or in-person office hours. Please do set up regular office hours and describe how that will work in your syllabus.)*

**Homepage:** [homepage link] *(optional)*

# Course Information

**Meetings:** [day/time]

**Modality:** [on-campus only, online, or hybrid]

**Location:** [building/room] *(for on-campus classes only, otherwise “N/A”)*

**Catalog description:** [description]

**Prerequisites:** [prerequisites]

**Credit hours:** [credit hours]

This course follows the New England Commission of Higher Education’s credit hour definition. For more information regarding the definition, please see the [Suffolk University Syllabus webpage](https://www.suffolk.edu/about/directory/syllabus).

*(Faculty: For your reference: [(1 hour instruction)/week) + (2 hours student work)/week] X (15 weeks) =* *45 hours per credit – (i.e.* *135 hours per 3-credit class) or (i.e.* *180 hours per 4-credit class) per semester.* *A minimum of 2 hours of student work is required per 1 hour of instruction/credit; some classes may require additional time.)*

*(For* *CAS undergraduate courses only: fill in the student engagement hour justification grid in the box below, adding additional lines as needed. Please refer to the* [*Table of Engagement Hours*](https://sites.suffolk.edu/ctse/course-design/course-syllabus/#engagement-hours) *section of the CTSE course syllabus site for further guidelines.)*

To complete this course, students will need to dedicate, at a minimum, the following amount of time to the listed activities:

|  |  |  |
| --- | --- | --- |
|  **Assignment/activity hours** | **Engagement estimate** | **Engagement** |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
| **Total** |  | **[number of engagement hours]** |

# **Instructor’s** **Additional** **Course Description**

[additional description]

# Textbook/Course Materials

[List of required texts and materials here and where they can be obtained, including a link, when appropriate.]

# Course Goals & Learning Objectives

|  |  |  |
| --- | --- | --- |
|  **Goals** | **Objectives** | **Assessments** |
| **Upon successful completion of this course, students should be able to know/understand:** | **Upon successful completion of this course, students should be able to:** | **How the student will be assessed on these learning objectives:** |
| [Include broad course goals in this column using the verbs “know” and “understand”] | [Include skills that students will learn through the course in this column] | [Include examples such as assignments, group presentations, discussions, etc. in this column] |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  | [use tab key to add more rows as needed] |

*(Faculty: This table assures that your course is “instructionally aligned” – that you measure what students practice/learn and you have students practice/learn what you define as course goals. Instructional alignment helps students understand the what, why and how well they have learned. If you* *come up with an empty cell or leftover course components, then the course is not aligned. See the CTSE website for* [*examples of course goals and learning objectives and tips for how to write them*](https://sites.suffolk.edu/ctse/course-design/plan-your-course/learning-goals-objectives/)*.)*

# Evidence of Learning

Students will show evidence of meeting course learning objectives by:

[Briefly describe assessments, assignment weights, and due dates]

*(Faculty: We propose including this phrase if your course collects any assignments for Assurance of Learning purposes, or has the potential to (e.g., senior writing samples)):*

Select assignments in this course may be used by our accreditation team for institutional assessment purposes and will be handled confidentially.

# Statement on the Use of AI and Technology

[Describe course policy on the use of AI and technology]

*(Faculty: It is important to inform students of the factors to be considered in the use of AI in the course. You may want to co-create a policy with your students. For examples see* [*Statement on the Use of AI and Technology on the CTSE syllabus website*](https://sites.suffolk.edu/ctse/course-design/course-syllabus/#h_29812954751684518274141)*.)*

Grading/Evaluation

[Describe grading]

*(Faculty: It is important to inform students of the factors to be considered in determining grades and the specific weight to be assigned. If you have a penalty for late work, include it here. Please also include a grade scale if applicable for your course. A common policy is a certain percentage of the grade taken away for each day late. See the* [*University’s syllabus website*](https://sites.suffolk.edu/ctse/course-design/course-syllabus/) *for examples of grading scales and evaluation descriptions.)*

*(Faculty: If you use the Canvas Gradebook, make sure that any grade scale you include in your syllabus matches the grade scale displayed in Canvas. You might also consider including a caution to students in your syllabus, reserving the right to make corrections, such as the following.)*

Please consider the online gradebook as a courtesy to you, subject to errors given various upgrades and shifts in the software. I reserve the right to make gradebook corrections to keep it consistent with the syllabus so that your grade reflects true performance, not software or user error. If you see something that does not make sense, please alert me! Thanks so much for your help.

# Attendance

*(Faculty: If it is your practice to include attendance in your grading, specify how attendance will be calculated. It is important to communicate how critical attendance is to student learning. Include any policies regarding tardiness here as well. For some examples, please see* [*the attendance section of the CTSE syllabus website*](https://sites.suffolk.edu/ctse/course-design/course-syllabus/#attendance-expectations)*.)*

Be assured that I will do what I can to work with you to facilitate your successful completion of this course. I encourage you to contact me if you have questions or concerns. The Dean of Students Office (studentaffairs@suffolk.edu) is also available for assistance regarding extended absences.

# Video Camera Use

*(Only for classes with online class sessions.)*

*(Faculty: Please add a class policy on the use of video cameras by online participants in your class if applicable. Faculty may encourage, but not require, students to turn on cameras when working remotely. You should encourage students to turn on cameras but recognize that WIFI strength or reluctance to show personal space are reasons that might cause a student to prefer to leave their camera off. If you would like to encourage camera use during regular classes but consider making it mandatory for exams, you could consider adding a separate sentence about exams that says, “Camera use may be required during exams.” That leaves your options open.)*

# Suffolk University Syllabus Policies

This course adheres to policies and procedures that apply to all Suffolk courses regarding disability accommodation, academic misconduct, academic grievance, attendance, and credit hour compliance. The university policies can be found on the [University syllabus webpage](https://www.suffolk.edu/about/directory/syllabus).

# Continuity of Learning

*(Faculty: If classes cannot be held on campus or online (due to severe weather, illness of the instructor, or some other event that is beyond our control), include a statement about how students will continue the learning process. Please see related* [*University Continuity of Learning policy information*](https://www.suffolk.edu/-/media/suffolk/documents/about/mission-and-history/policies-and-procedures/continuity-of-learning-policy.pdf?la=en&hash=FDF0E6061F3E6B31FADA77C5E413A188F5DA89E4)*. Be sure to include how you will communicate with students and what will be expected of them. CTSE provides* [*resources*](https://sites.suffolk.edu/ctse/course-design/continuity-of-learning/) *on how to develop a continuity of learning plan.)*

Recording Policy

Students are prohibited from making their own recording of their classes, by any means, unless the requesting student is registered with Disabilities Services and recording of class sessions is an approved accommodation.

In some cases, classes are recorded by the instructor as a service to students who may need to view the class later, due to illness. If this is your situation as a student, please communicate with the instructor. Owing to the potential for technical difficulties, however, there can be no guarantee that all classes will successfully be recorded. Although Zoom notifies all class participants when the class is being recorded, lecture capture in classrooms does not have any automated announcements. The recording may be paused by the instructor at any time. Recordings of classes are the intellectual property of the instructor.

Student Resources

In addition to the policies available on the [University syllabus webpage](https://www.suffolk.edu/about/directory/syllabus), the university provides a range of academic, counseling, medical and administrative student resources and support services. To learn more, explore these webpages:

* [Advising and Student Services](https://www.suffolk.edu/academics/advising-student-services)
* [Counseling, Health, and Wellness](https://www.suffolk.edu/student-life/health-wellness)
* [Suffolk CARES](https://www.suffolk.edu/student-life/student-services/student-affairs/suffolk-cares)

# Course Schedule

*(Faculty: Canvas can generate a list of assignments by due date. You may want to create your assignments in Canvas, and then use the course summary generated by Canvas as the basis for your course schedule. Please see the knowledge base article about* [*displaying the course summary*](https://suffolk.service-now.com/sp?sys_kb_id=1e9c956e1b2f9d10f9f19827bc4bcbde&id=kb_article_view&sysparm_rank=1&sysparm_tsqueryId=1f8d47fd872a65107b81ed3c8bbb350d) *for more information.)*

*(Faculty: Suggested language):* The schedule, procedures, and assignments in this course are subject to change in the event of extenuating circumstances, by mutual agreement, and/or to ensure better student learning.

*(Faculty: Exercise your preference for format. Many faculty prefer a course schedule that is broken down by individual class meetings, as opposed to a weekly overview. Consider what would best benefit your students. The chart below is an example of a course schedule in grid form. Include holidays when the course will not be meeting and any make-up days. The course schedule should also include reading and other assignments that you would like students to complete before coming to class.*

*If synchronous online or hybrid courses include some portion of scheduled time for asynchronous activities when the instructor is available (“web chat”), this information should be included in the week-by-week table below and the syllabus should include a statement to clarify use of the time and & faculty availability.)*

|  |  |  |  |
| --- | --- | --- | --- |
|  **Class Meeting** | **Class Topic(s)** | **Assignments/** **Assessments** | **Notes, reminders, special events** **(make-up days, holidays)** |
| [Day,date] |  |  |  |
| [Day,date] |  |  |  |
| [Day,date] |  |  |  |
| [Day,date] |  |  |  |
| [Day,date] |  |  |  |
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| [Day,date] |  |  |  |
| [Day,date] |  |  |  |
| [Day,date] |  |  |  |
| [Day,date] | Final exam date and time |  | *Use the tab key to add additional rows.* |