



SYLLABUS CHECKLIST

Recommendations based on Best Practices

Course Information

- Course name, number & section
- Course mode of instruction (see below)

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- **In-Person (P):** In an In-Person class, all required class meetings occur on campus, during scheduled class meeting times. Contact includes instruction, learning activities, and interactions (both student-student and student-instructor). An In-Person class where material is provided online, via a learning management system or website, does not displace any of the required contact hours that would normally occur in a scheduled In-Person class. Assignment deadlines and exams days/times are maintained and included on the class syllabus. All In-Person class meeting days/times must be listed in the schedule of classes.
 - **Hybrid (H):** In a Hybrid class, online contact hours (synchronous* or asynchronous**) displaces some portion of the required contact hours that would normally take place in a scheduled In-Person (face-to-face) class. Contact includes instruction, learning activities and interactions (both student-student and student-instructor). A hybrid class is designed to integrate face-to-face and online activities so that they reinforce, complement and elaborate one another, instead of treating the online component as an add-on or duplicate of what is taught in the classroom. Assignment deadlines and exams days/times are maintained and included on the class syllabus. All In-person and synchronous online class meeting days/times must be listed in the schedule of classes for students.
 - **Online (O):** In an Online class (synchronous* or asynchronous**), all required contact hours are online. Contact includes instruction, learning activities, and interactions (both student-student and/or student-instructor). All the class work, examinations, quizzes, writing assignments, lab work, etc. are fully online. All synchronous class meeting days/times must be listed in the schedule of classes for students.

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- Class days and times (dates, times and location of online meeting room of real-time online meetings)
 - Class location (room number and building)
 - If using Blackboard, list of [supported web browsers](https://help.blackboard.com/Learn/Administrator/Hosting/Browser_Support)
(https://help.blackboard.com/Learn/Administrator/Hosting/Browser_Support)

Contact Information

- Instructor's name & title
- Hunter email address
- Office: room number and building
- Office phone number
- Office hours: day(s), times, and link to online meeting room for virtual office hours. Webpage and/or social media (e.g., Twitter, LinkedIn, Skype)
- Teaching assistant(s): name(s) and contact information
- Department office information: room/building, phone number

Course Materials

- Required (and suggested) readings/texts: full citation with ISBN and link to online bookstore (<http://hunter.textbookx.com/institutional/>)
- Instructional technologies (e.g., Blackboard, Mastering, WileyPlus)
- Materials on reserve in the library
- Other materials

Additional considerations for online course materials:

- Display materials in formats that can be viewed on most computers and mobile devices (.doc,.pdf, .mp3, .mp4).
 - Instructional materials, such as Word, PowerPoint, PDF, videos and other digital formats, should be created to be accessible to all learners, including students with disabilities, and should be compliant with CUNY's IT Accessibility Statement (<http://www2.cuny.edu/accessibility/statement/>).
 - Evaluate websites and digital content assigned to students for compliance with accessibility standards. Guides such as National Center on Disability and Access to Education Cheat Sheet (<http://ncdae.org/resources/cheatsheets/accessibility.php>) are recommended.
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Course Description

- Pre-requisites: required courses and skills (e.g. web searching for images, participation in online forums, video creation, or specific software)
- Teaching philosophy & approach
- Goal/Rationale
 - Statement/s of intent or vision
 - How the course will benefit students (e.g., position them to take other courses or advance toward a particular career; enhanced program-level competencies)
- ❖ Learning Outcomes: Specific measurable results, expected subsequent to a learning experience (**required on all syllabi by Senate resolution**)
 - Knowledge (cognitive): Knowledge of disciplinary content that students learn
 - Skills (behavioral): The learned capacity to do something
 - Attitudes and values (affective): Changes in views and beliefs about an issue or problem
 - Abilities: Integration of knowledge, skills, and attitudes in complex ways that require multiple elements of learning

Course Calendar & Content

- Class meeting dates and topics
- Schedule: instructor-set or self-paced
- Holidays/other non-meeting dates/days when classes follow a different schedule (e.g., a Wednesday that follows a Monday schedule)
- Last date to drop a course (delete from record) / Last date to drop without a W
- Assignments, projects, exam dates

Grading Method & Scale

- A clear and explicit explanation of evaluation methodology
 - Format and weight of course performance requirements – participation, quizzes, assignments, homework, projects, exams, etc.
 - Indication of grading rubric(s), if applicable
- Policy for late and missed assignments and exams

 Communication

- Preferred method to contact instructor for urgent/non-urgent matters
- Time zone for online course
- Estimated instructor response time for emails/phone calls
- Estimated instructor response time for feedback on assignments
- Expectations for appropriate behavior in online forums and consequences for violation

 Resources (include all that apply)

- Websites and online resources
- Laboratories and studios
- Study groups / review sessions
- Tutoring (e.g., from peers, at college learning centers)
- Example/s of excellent performance for applicable requirements
- Library homepage or course guide created by librarian
- E-reserve password
- Technical support information
- Other types of help

 Essential Policy Information: *Accompanying each item should be a statement indicating how each will have an impact on grades (if applicable).*

- Attendance/lateness policy
- Policies for late work/missed tests/incompletes
- Policy for extra credit
- Policy on the use of instructional technologies (e.g., Blackboard)
- Expected time commitment
- Expectations of frequency for checking email and course site

❖ CUNY Policy on Recording of Remote Classes

If you are planning to record your online synchronous sessions, new guidance from CUNY requires you to obtain your students' consent. If you are recording a synchronous session, you need to obtain consent from your students, by providing the following announcement either in your syllabus, as an announcement in your course site, or by email to enrolled students.

“Please be advised that students who participate in this class with their camera on or use a profile image are agreeing to have their video or image recorded solely for the purpose of creating a record for students enrolled in the class to refer to, including those enrolled students who are unable to attend live. If you are unwilling to consent to have your profile or video image recorded, be sure to keep your camera off and do not use a profile image. Likewise, students who un-mute during class and participate orally are agreeing to have their voices recorded. If you are not willing to consent to have your voice recorded during class, you will need to keep your mute button activated and communicate exclusively using the "chat" feature, which allows students to type questions and comments live.”

Language for Expectations for Cameras

Faculty who require the use of cameras and audio in their synchronous sessions must alert students to this requirement at the time of registration and in their syllabus.

“Please be aware that the instructor in this course will require that the camera and audio be on during class sessions.”

Language for Testing Software

Faculty who anticipate requiring the use of specific testing software must alert students to this requirement at the time of registration and in their syllabus.

“Proctoring software, which may include the use of browser lock-downs and cameras, will be used for examinations in this course.”

❖ Hunter College Policy on Academic Integrity (*required on all syllabi by Senate resolution*)

“Hunter College regards acts of academic dishonesty (e.g., plagiarism, cheating on examinations, obtaining unfair advantage, and falsification of records and official documents) as serious offenses against the values of intellectual honesty. The College is committed to enforcing the CUNY Policy on Academic Integrity and will pursue cases of academic dishonesty according to the Hunter College Academic Integrity Procedures.”

❖ ADA Policy (Suggested language from the Office of AccessABILITY)

“In compliance with the American Disability Act of 1990 (ADA) and with Section 504 of the Rehabilitation Act of 1973, Hunter College is committed to ensuring educational parity and accommodations for all students with documented disabilities and/or medical conditions. It is recommended that all students with documented disabilities (Emotional, Medical, Physical, and/or Learning) consult the Office of AccessABILITY, located in Room E1214B, to secure necessary academic accommodations. For further information and assistance, please call: (212) 772-4857 or (212) 650-3230.”

❖ Hunter College Policy on Sexual Misconduct (required on all syllabi by Senate resolution)

“In compliance with the CUNY Policy on Sexual Misconduct, Hunter College reaffirms the prohibition of any sexual misconduct, which includes sexual violence, sexual harassment, and gender-based harassment retaliation against students, employees, or visitors, as well as certain intimate relationships. Students who have experienced any form of sexual violence on or off campus (including CUNY-sponsored trips and events) are entitled to the rights outlined in the Bill of Rights for Hunter College.

- a. Sexual Violence: Students are strongly encouraged to immediately report the incident by calling 911, contacting NYPD Special Victims Division Hotline (646-610-7272) or their local police precinct, or contacting the College's Public Safety Office (212-772-4444).
- b. All Other Forms of Sexual Misconduct: Students are also encouraged to contact the College's Title IX Campus Coordinator, Dean John Rose (jtrose@hunter.cuny.edu or 212-650-3262) or Colleen Barry (colleen.barry@hunter.cuny.edu or 212-772-4534) and seek complimentary services through the Counseling and Wellness Services Office, Hunter East 1123.

CUNY Policy on Sexual Misconduct Link: <https://www.cuny.edu/wp-content/uploads/sites/4/page-assets/about/administration/offices/ovsa/policies/Sexual-misconduct-8.30.18-PSM-2018-005.pdf>

 Syllabus Change Policy

- Sample language: Except for changes that substantially affect implementation of the evaluation (grading) statement, this syllabus is a guide for the course and is subject to change with advance notice.
- Indication of how students are expected to find out about changes to the syllabus (e.g., via Blackboard, class attendance, etc.)

Additional Resources

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- Office of Assessment <http://www.hunter.cuny.edu/academicassessment>
 - ACERT - Academic Center for Excellence in Research & Teaching <http://acert.hunter.cuny.edu>
 - Center for Online Learning <https://hunter.cuny.edu/center-for-online-learning/>
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