Bowling Green State University Syllabus Template

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# About This Syllabus Template

The University and the BGSU Faculty Association (FA) share a common goal of supporting student success. Article 9, Section 2.7 of the Collective Bargaining Agreement (CBA) states the following minimum expectations for inclusion in your course syllabus:

* A clear statement on course expectations
* The schedule and methods of assessment
* Indicators of support for student success
* Pedagogical efforts that engage students in the learning process

In addition to the CBA’s expectations above, the University requires that all syllabi include the statements in the ***Required University Policy Statements*** section**.** These statements are based on obligations imposed by state and federal law. Please note, the Remotely Proctored Testing statement is *only* required if the instructor is utilizing remotely proctored testing. **Other sections of this template may be removed or modified based on your course.**

The following template was developed by the Center for Faculty Excellence (CFE). The template follows the above recommendations and provides additional suggestions and example statements and policies. If you would like assistance developing your syllabus, please schedule a consultation with a [CFE instructional designer](https://www.bgsu.edu/center-for-faculty-excellence/schedule-a-meeting-with-a-cfe-instructional-designer.html).

**ACCESSIBILITY NOTE**: This syllabus template meets accessibility requirements. When you make changes, please be sure to use Word Headings and Styles appropriately. If you are unsure how to use these or how to create an accessible Word document, please refer to the [Center for Faculty Excellence’s Accessible Course Documents Page](https://www.bgsu.edu/center-for-faculty-excellence/just-in-time-resources/accessibility.html#d43e2912-4190-4ec6-b441-f38e18dfc32a).

# Directions for Using This Syllabus Template

To use this document:

1. Save a copy of this syllabus template. Use a naming convention that will be easily recognizable for you and your students such as Semester\_Year\_Course Prefix\_Course Number (Fall\_2023\_BGSU\_1910).
2. Create your syllabus based on the template. Use the ***Required University Policy Statements*** provided. Sections that meet the CBA’s expectations listed above are indicated in [**bold in the bracketed description**]. Finally, choose and/or modify all other suggested sample statements based on your course.
3. Use headings for easy navigation and accessibility. This syllabus template has been created using headings. If you add additional sections, headings can be added using Styles within Microsoft Word. Please see the descriptions for the headings used below:
	1. Headers indicate a recommended syllabus section.
	2. Headers in brackets indicate syllabus sub-sections that you may or may not choose to include depending on your course (e.g., Course Instruction Mode sub-section headings, Attendance Policy sub-section headings).
	3. Guidelines for each syllabus section are [placed in brackets] at the beginning of each section. Delete these instructions and/or headings when creating your syllabus
4. Sample syllabus statement(s) for each syllabus section is provide in plain, non-italicized text. Use and/or modify these statements for your syllabus as needed. Please note: Statements in the ***Required University Policy Statements*** section must be included in your syllabus and may not be modified. Additional sample statements for Generative AI use may be found on the CFE Just-in-Time resources page.
5. Include URLs as descriptive links (a hyperlink in the context of a sentence) rather than the URL itself for the ***electronic version*** of your syllabus. For example, “Visit the CFE’s website to [request a consultation](https://www.bgsu.edu/center-for-faculty-excellence/schedule-a-meeting-with-a-cfe-instructional-designer.html)” rather than “Visit the CFE’s website to a request consultation <https://www.bgsu.edu/center-for-faculty-excellence/schedule-a-meeting-with-a-cfe-instructional-designer.html>”. Should you provide students with printed copies of your syllabus, we recommend including full URLs (for the printed versions only).
6. Delete the first three pages of this document and all italicized text that is between brackets (e.g., [*brackets*]).
7. Post your syllabus in Canvas, the Learning Management System (LMS), use the *Copy* feature in Word and *Paste* the text in the Syllabus section of your Canvas course. The formatting, such as headings and links, will copy over to Canvas. BGSU students have indicated that they prefer to also have access to a PDF copy of the syllabus to download.
8. Save your syllabus as a PDF. If you have followed the formatting guidelines in this template (e.g., headings and style), your PDF will be accessible and require no remediation. If you upload your syllabus PDF to Canvas and notice a yellow, orange, or red gauge symbol, please click on the symbol to view accessibility suggestions from the [Ally](https://help.blackboard.com/Ally/Ally_for_LMS/Instructor) tool.

We encourage you to use this syllabus template and include language that is specific to your college and/or department.

*Aspects of this template were modified from the University of Cincinnati’s Center for the Enhancement of Teaching & Learning.*

Syllabus

# Course Number, Title

[Class Meeting Time and Place] [Lab Meeting Time and Place]

*Instructor Name*

*Email, Phone*

*Office Location*

*Office Hours*

# Course Overview, Description, Purpose

[Provide a short course description, overview, and purpose. We recommend using the [*Course Catalog*](https://csspublic.bgsu.edu/psc/ps/EMPLOYEE/HRMS/c/COMMUNITY_ACCESS.SSS_BROWSE_CATLG.GBL) description and including your own overview of the course focusing on the knowledge, attitudes, skills, and abilities students will practice or acquire. Use student-centered, plain language to describe how the course will contribute to their personal, professional, or curricular goals.]

# Course Learning Outcomes & Expectations

[Develop a list of course learning outcomes written from the student perspective (i.e., By the end of this course, you will be able to…). Learning outcomes should be measurable and clearly articulate specific knowledge, skills, and abilities students will develop over the course of the semester. The Office of Academic Assessment and CFE have developed a resource for [Writing Clear and Challenging Learning Outcomes](https://www.youtube.com/watch?v=qYthOF9hETM&t=1s&ab_channel=JessicaTuros). **Completing this section will fulfill the CBA expectations for *Course Expectations*.**]

# Pre-requisites

[If applicable, briefly explain how this course fits sequentially with other courses in your program. We recommend an explanation rather than a list of courses.]

# Course Instruction Modes

[Describe the [course modality](https://www.bgsu.edu/registration-records/class-search-help.html) and expectations for engagement such as the frequency of interactions with others in the course and the type of work students will be expected to complete. Additionally, you should include a description of your teaching methods and instructional strategies. Explicitly stating expectations and outlining teaching methods will be especially beneficial for students who may not be familiar with active learning, flipped courses, or various aspects of blended, remote, or online learning. Finally, consider describing a typical class period or module and how you expect to use Canvas. Choose the statement below that fits your course best**. Completing this section will fulfill CBA expectations for *Pedagogical Efforts*.**]

## [In-Person]

This course is conducted in person, which means we will meet in [class location] on [class meeting days] from [class times]. During class, I will use a variety of teaching strategies that may include asking you to review material before class to engage in small group collaboration/discussion and whole group discussion. Additionally, I may lecture and incorporate various active learning strategies. I will do my best to share the purpose of activities and how they will help you succeed in the course.

## [Online]

This course is conducted entirely online, which means you do not have to be on campus to complete any portion of it. You will participate in the course using BGSU’s Learning Management System called [Canvas](https://bgsu.teamdynamix.com/TDClient/2070/Portal/KB/?CategoryID=22832).

While many students enjoy and succeed in online classes, others find that online courses require more self-discipline. The research shows that students who keep current in online courses are more likely to succeed.

### [Remote]

This course is conducted entirely online, which means you do not have to be on campus to complete any portion of it. However, this is a synchronous course, meaning that you will still need to be available at specific dates and times. You will participate in the course using [Zoom](https://bgsu.teamdynamix.com/TDClient/2070/Portal/KB/ArticleDet?ID=112680) and BGSU’s Learning Management System called [Canvas](https://bgsu.teamdynamix.com/TDClient/2070/Portal/KB/?CategoryID=22832).

### [Blended]

This course is conducted in a combination of online and campus-based sessions. For the online sections, you will participate in the course using BGSU’s Learning Management System called [Canvas](https://bgsu.teamdynamix.com/TDClient/2070/Portal/KB/?CategoryID=22832). These online sessions are asynchronous – meaning that you do not need to be online at a specific day/time. However, we will be using online discussions and other tools, and these will require that you access and respond on Canvas regularly.

# Course Materials

[Provide a list of required texts including at least the authors and titles. Additionally, list specific equipment, software, and technology that is required for your course. As you develop this section, provide your students with answers to the following questions:

* Why did you choose each of the texts you’ve required?
* How should students read required texts?
* What function does reading serve in this course?
* Are there optional texts, materials, or technology that may be helpful resources for students?]

# Grading Policy & Assessments/Assignments/Learning Activities

[We suggest that this section include a breakdown of how grades will be determined, including what each major assignment is worth and how numerical scores translate into letter grades. This section might also include your perspective and method for evaluating participation, both inside and outside the class. Consider briefly articulating the importance of particular assignments and how they support specific course learning outcomes. If you would like to talk about grading and assignment options, you can request a [consultation with a CFE Instructional Designer.](https://forms.office.com/Pages/ResponsePage.aspx?id=nXLLzQZRfE23W6MMRV1bClzixQcShJNKvmi5MKsJwPdUOE41QUZBRDg5WlJCTEtZM1VTUFpONE9PNSQlQCN0PWcu)]

## Grading Policy

[Visit the [BGSU Grading Policy](https://www.bgsu.edu/archived-catalog/spring-2018/academic-policies/grading-policies.html) page for additional information. Please be aware that grades and other confidential material should not be sent by email. Use the grading function in Canvas to communicate grades to students.]

## Key Assignments

[In this section, briefly describe key assignments, how they will be assessed, and how they support specific course learning outcomes. **Completing this section will fulfill the CBA’s expectation for *Methods of Assessment****.*]

### [Assignment Title]

[Provide an overview of the assignment purpose and connection to course content. Describe the evaluation criteria and which course learning outcome(s) the assignment will assess. Include each key assignments/assessments/exam in this section.]

## Submitting Assignments

[Explain how and where you want assignments submitted. Make clear to the students whether the assignments will be turned in during class or through Canvas. If you plan on using both methods, be sure to include which assignments will be turned in during class time and which will be submitted through Canvas. Have a back-up plan for submitting assignments if Canvas is down. Include any specifications for the format of the assignment. Also include where students will locate their graded and returned assignments. Providing feedback on assignments is also important for student learning—consider including information about how students can view your feedback. **Completing this section will fulfill the CBA’s expectation for *Methods of Assessment****.*

You should be transparent with your students about your expectations regarding Generative Artificial Intelligence (GenAI) tools use in your classroom. We recommend incorporating classroom guidance for your students regarding the use of these tools within this section. Refer to the CFE’s Sample GenAI Syllabus Statements resource for examples. Refer to the [Dean of Students page](https://www.bgsu.edu/dean-of-students/academic-honesty-policy.html) for additional information regarding [BGSU’s Academic Honesty Policy](https://www.bgsu.edu/content/dam/BGSU/general-counsel/policies/academic-affairs/academic-honesty.pdf). Please note that this policy does not specifically refer to student use of genAI, but does include information about cheating, fabrication, and plagiarism.]

Most assignments will be submitted using [Canvas](https://bgsu.teamdynamix.com/TDClient/2070/Portal/KB/ArticleDet?ID=138982). There will be a few assignments throughout the semester where you may be asked to submit a physical assignment during class. I have marked how each assignment should be submitted in the **Course Agenda** section of this syllabus. The assignments you turn in during class will be returned once they have been graded. The assignments you submit through Canvas will be returned to the same location. I provide feedback on your assignments in Canvas. Review this [Canvas Community guide](https://community.canvaslms.com/t5/Student-Guide/How-do-I-view-annotation-feedback-comments-from-my-instructor/ta-p/523) for information about how to view my feedback.

If you are unable to gain access to Canvas to turn in your assignment, please send it by email to [*youremail@bgsu.edu*]. I will only accept assignments by email during emergency situations.

## Make-Up and Late Assignment/Exam Policy

[Provide specific information about when an assignment is considered late (e.g., date and time), how long students will have to make up assignments/exams, and what types of assignments/exams can and cannot be made-up or submitted late.]

All weekly assignments are due by **Sunday at 11:59 pm**. Labs may be turned in late but are subject to a 20% reduction if they are submitted within 5 days following the due date. Any work submitted after the 5-day grace period will not receive any credit.

All assignments and exams must be submitted by the class meeting time on the date they are due. Late assignments and exams will not be accepted. There is no partial credit given on late assignments; late assignments will result in “0” points.

## Withdrawal Policy

[Reiterate to students any pertinent information about the University [withdrawal policy](https://www.bgsu.edu/archived-catalog/spring-2018/academic-policies/grading-policies.html) such as important deadlines. Consider including an articulation of how early-term assessments and assignments might help students gauge whether they are a good fit for a course and whether/when they might consider withdrawal.]

According to the BGSU [Add/Drop policy](https://www.bgsu.edu/archived-catalog/spring-2018/academic-policies/dropping-adding-changing-grading-option.html), you have seven (7) calendar days to drop this course. After the Add/Drop deadline has passed, you may [withdraw](https://www.bgsu.edu/archived-catalog/spring-2018/academic-policies/grading-policies.html) from the course. If you formally withdraw from the class before the 12th week of a 15-week course, you will receive a grade of “W”. You are responsible for filing a course withdrawal request that notifies me on or before the last day of the 12th week.

[If your course is a summer course or fewer than 15 weeks, you may use the following guidance.]

According to the BGSU [Add/Drop policy](https://www.bgsu.edu/archived-catalog/spring-2018/academic-policies/dropping-adding-changing-grading-option.html), you have seven (3) calendar days to drop this course. After the Add/Drop deadline has passed, you may [withdraw](https://www.bgsu.edu/archived-catalog/spring-2018/academic-policies/grading-policies.html) from the course. If you formally withdraw from the course after the add/drop deadline and before completing [equivalent to 80% of the course—please provide your students with guidance about how you plan to measure 80% of coursework] you will receive a “W” as your grade. You are responsible for filing a course withdrawal request that also notifies me before the 80% completion date.

# Classroom Procedures/Policies

## Communication

[Let students know when and how to expect communication from you. Do you send weekly emails? Is special information placed in the Canvas announcements section? What response time should they expect on emails? When should they expect assignments graded and returned? Do you have special instructions for the subject line of emails students send to you?]

The best way to reach me is via email. My official BGSU email address is[*youremail@bgsu.edu*]. When sending an email message, you can expect a response within 24 business hours. If you have not received a response, please try to contact me again, this time via phone. If you need to reach me via phone, please call [*your office/cell phone number*]*.* Please leave a message if I don’t answer.

If you would like to send me email, please add the following to the subject line: "<course prefix>: <Student's last name, first name>". Since I get a variety of emails each day, I do not read all emails I receive. By having this heading in the subject line, I will read your email immediately.

Canvas announcements will be posted frequently on the announcement page or communicated via e-mail. You should check the announcement page and your e-mail regularly in order to access course-related announcements.

## Guidelines for Classroom Conduct

[Set the tone for classroom discussions by clearly describing your expectations for interactions, student responsibility, and use of active listening. Consider sharing these guidelines frequently during class—especially in preparation for discussing difficult or controversial topics. Refer to the [*Free Speech and managing difficult classroom discussions*](https://www.bgsu.edu/content/dam/BGSU/center-for-faculty-excellence/Free-Speech-and-Academic-Freedom-Flyer-F22.pdf) resource for additional information.]

To learn, we must be open to the views of people different from ourselves. In this time we share together over the semester, please honor the uniqueness of your fellow classmates and appreciate the opportunity we have to learn from one another. Please respect each others’ opinions and refrain from personal attacks or demeaning comments of any kind. Finally, remember to keep confidential all issues of a personal or professional nature that are discussed in class. [*Example from* [*University of South Carolina Center for Teaching Excellence*](https://sc.edu/about/offices_and_divisions/cte/index.php)*.*]

### Technology Use

[Consider including expectations regarding technology use for your course to help students anticipate when certain technologies may be used in class. For example, you may ask students to use a clicker or smart phone for polling in class, but you do not permit texting or listening to music in class. You may also consider including language about how the technology and content used in the course meet the accessibility standards of the University. To learn more about accessibility at BGSU, visit the [*Accessibility Services*](https://www.bgsu.edu/accessibility-services/students.html) website.]

### Devices in Class

As research on learning shows, unexpected noises and movement automatically divert and capture people's attention, which means you are affecting everyone’s learning experience if your cell phone, tablet, laptop, etc. makes noise or is visually distracting during class.

For this reason, I…

* [ask you to turn off your mobile devices and close your laptops during class.]
* [allow you to take notes on your laptop, but you must turn the sound off so that you do not disrupt other students' learning. If you are doing anything other than taking notes on your laptop, please sit in the back row so that other students are not distracted by your screen.]

### Technology Requirements

To successfully complete learning activities and assignments for this class, you will need a computer or device with access to the following technology tools:

* High-speed internet connection
* Word processor, spreadsheet, and presentation tool (you have access to Microsoft Word, Excel, PowerPoint and more by downloading [Office 365 on the BGSU ITS page](https://bgsu.teamdynamix.com/TDClient/2070/Portal/KB/ArticleDet?ID=10146))
* [BGSU email](https://www.bgsu.edu/its/support/account.html)
* [Canvas Computer Specifications](https://community.canvaslms.com/docs/DOC-10721)
* [Browser requirements in Canvas](https://community.canvaslms.com/docs/DOC-10720)

Refer to this [BGSU ITS page](https://www.bgsu.edu/its/students/resources.html) for information about other tools you have access to through BGSU. Laptops and other technology items may be [borrowed from the University Library](https://www.bgsu.edu/library/services/borrow.html) for a designated period of time by presenting your BG1 Card or another photo ID.

### Technical Assistance

If you need technical assistance at any time during the course or to report a problem with Canvas, Zoom, or another technology, you can:

* Refer to the [BGSU ITS Knowledge Base](https://bgsu.teamdynamix.com/TDClient/KB/)
* Start a chat session with a [BGSU ITS representative](https://www.bgsu.edu/its/remote.html)
* Call BGSU ITS to speak with a representative at 419.372.0999

### Attendance Policy

[Research indicates that students are more likely to attend when attendance expectations are clear. You might also consider including in this section a discussion of how you handle make-up exams, late assignments, and outside of class group work. Focus on maintaining an open, transparent, and positive tone with students. List the expectations you have for student attendance/participation in your course and what activities you expect on a regular basis. Identify the number of hours students should expect to spend on coursework both inside and outside of class, the activities required, first day of semester attendance requirement, etc. Explain the process you will take if the student is excessively absent.

For Title IV federal financial aid purposes, a school must demonstrate that a student participated in a class or was otherwise engaged in an academically related activity. Some examples of acceptable evidence of academic attendance at an academically related activity include:

* Student submission of an academic assignment
* Student submission of an exam
* Documented student participation in an interactive tutorial or computer-assisted instruction
* A posting by the student showing the student’s participation in an online study group that is assigned by the institution
* A posting by the student in a discussion forum showing the student’s participation in an online discussion about academic matters
* An email from the student or other documentation showing that the student-initiated contact with a faculty member to ask a question about the academic course subject.]

Attendance is essential for maintaining the best learning environment. Learning occurs in relationship not only between student and course materials, but, just as importantly, peer to peer, professor to student, and student to professor.

### [Drop letter]

As in all university courses, attendance and participation are important measures of student success. In this course, missing 3 or more classes will result in dropping your grade 1 letter grade.

### [Attendance Not Required]

As in all university courses, attendance and participation are important measures of student success. In this course, attendance is not recorded. Your attendance and participation are still expected. Missing an exam or activity without previous approval will result in failing that exam or activity.

### [Online]

As in all university courses, attendance and participation are important measures of student success. Since this is a fully online course, your attendance will be measured by your activity and participation in the course. Complete all activities and assessments in time and involve yourself in activities as per the course schedule.

## Participation/Interaction

[Clearly outline your expectations for participation during in-person classes or interaction during online/remote classes. For additional examples of instructors’ participation statements, please visit [*Carnegie Mellon’s Eberly Center for Teaching Excellence and Educational Innovation page.*](https://www.cmu.edu/teaching/designteach/syllabus/checklist/participationpolicy.html)]

Our time in class is the opportunity to actively engage with the material we are exploring. Participation during class is crucial because it is an important avenue for learning. I encourage you to be active in every class session. This participation grade serves as a way to credit you with the effort and work you are putting into the class in and out of the classroom. However, I understand that we all have different levels of comfort regarding speaking in class. Participation will thus be counted as speaking to the whole group, in smaller groups, and completing in-class activities. If you are fully engaged in at least two of those three activities, you will earn full points for a total of [xx]. Only participating in one of those activities will earn you half of the participation points for that day. If you are not participating at any of those levels you will not earn points. I will communicate your grade to you every week via Canvas. I encourage you to contact me so we can find ways to make participation work for you in this class. Any class missed will not impact your participation grade as long as you are within your allotted absences. If you have to miss more than 4 classes, please email me as soon as possible to discuss ways to help you participate in classroom activities asynchronously as appropriate.

## Class Cancellation

[If you plan to provide class materials and/or activities online to replace a class that was cancelled, we suggest including how this will be communicated to students. Be sure to direct students to information about technology required to hold remote class sessions in the case of cancellation or closure. For emergency situations, please refer to [*BGSU’s emergency cancellation/delay policy*](https://www.google.com/url?client=internal-element-cse&cx=002622101337308990287:t_dpftg1clg&q=https://www.bgsu.edu/general-counsel/university-policies/emergency-cancellation-delay-and-closing-policy-and-procedures.html&sa=U&ved=2ahUKEwje5JLImLKAAxWxk4kEHa5-DEMQFnoECAQQAQ&usg=AOvVaw19hHTJCf8ah5G7evOF_DBq).]

If I need to cancel or alter the modality of class, I will inform you at least 24 hours in advance. If I’ve decided not to cancel class and instead move the class to Zoom, I will ensure you have access to materials and the Zoom link in our Canvas course. For information about how to download Zoom on your device, please visit the [BGSU ITS Knowledge Base page on Zoom access](https://bgsu.teamdynamix.com/TDClient/2070/Portal/KB/ArticleDet?ID=112680). Please see the University Closure information on page [x] for information about what to do if the University closes due to inclement weather or other circumstances.

# Learning Support Services & Resources

[The following are examples of important services and resources for your students. Some students may not be aware of these resources so listing them may be very beneficial for them*.* **Completing this section will fulfill the CBA expectations for *Indicators for Support of Student Success.***]

## Learning Commons

The Learning Commons provides free tutoring services to all BGSU students and is located on the 1st floor of Jerome Library. The Learning Commons provides “one-stop-shop” academic support in the areas of Academic Coaching, Supplemental Instruction, Writing Consultations, Math/Stats Tutoring, subject groups and individual assistance. For more information, visit [The Learning Commons](https://www.bgsu.edu/learning-commons.html) website or contact them by phone at 419-372-2823. For assistance with the writing process, visit their [Writing](https://www.bgsu.edu/learning-commons/writing.html) page.

## University Libraries

The University Libraries provides access to books, articles, databases, subject-specific resources, special collections, quiet/group study spaces, research assistance, tutoring, and more. If you need help figuring out where to start, please visit the [University Libraries](https://www.bgsu.edu/library.html) website to learn more about all the information services and resources available to help you with your classes. If you need immediate help with your research papers, you can use any of these services:

* [Ask Us!](https://www.bgsu.edu/library/ask-us.html) Librarians and library staff can assist you at the Research & Information Desk on the first floor of Jerome Library, as well as via phone, email, and [online chat](https://www.bgsu.edu/library/ask-us.html).
* Schedule an [Individual Research Appointment](https://www.bgsu.edu/library/services/appointments/ira.html) with a librarian (in-person or virtually) to help you with your research assignments.

## Collab Lab

Are you looking for a collaborative, innovative, and creative space with technology needed for a class project? Visit the Collab Lab! The Collab Lab has six 27" iMacs with attached 22" Wacom Cintiq tablets. Wacom pens are available at the Circulation Desk for checkout. Visit the [The Collab Lab](https://www.bgsu.edu/library/collab-lab.html) website for additional information.

## Mental Health

Your mental health is important to me. If you are currently experiencing distress, call (419-372-2081) or walk in at the Counseling Center located in 104 College Park (715 E. Leroy Ave.). An on-call counselor is available Monday-Friday from 8am-5pm. The [BGSU Counseling Center](https://www.bgsu.edu/counseling-center.html) also provides a number of services such as [individual counseling](https://www.bgsu.edu/counseling-center/how-to-get-started-with-counseling/IAI.html), [Counseling Center groups](https://www.bgsu.edu/counseling-center/services/groups.html), virtual [Let’s Talk](https://www.bgsu.edu/counseling-center/services/LetsTalk.html) sessions, and other [non-emergency services](https://www.bgsu.edu/counseling-center/how-to-get-started-with-counseling/NES.html).

## Falcon Food Pantry

The [Falcon Food Pantry](https://www.bgsu.edu/ffrc/falcon-food-pantry.html)is here to support you with nutritious and accessible food. Students, faculty, and staff are welcome to stop by once a week to select a bag of food and hygiene items. The Falcon Food Pantry is located in 109 Central Hall and is open on Mondays and Thursdays from 12:00 PM to 3:00 PM and Wednesdays from 2:30 PM to 5:30 PM. Please bring your BGSU ID card with you.

# [Required] University Policy Statements

[The inclusion of the statements below in all course syllabi is **required by the University**, based on obligations imposed by state and federal law. Please note, the Remotely Proctored Testing statement is only required if the instructor is utilizing remotely proctored testing.]

## Student Conduct

A community exists on the basis of shared values and principles. At BGSU, students, recognized student organizations, and student groups are expected to uphold and abide by certain standards of conduct. You should familiarize yourself with the Codes, which create a set of expectations for student conduct, ensure a fair process for determining responsibility when student behavior may have deviated from those expectations, and provide appropriate sanctions when a student and/or student organization has violated the Code(s).

* Students who violate faculty expectations as outlined in the syllabus may be subject to conduct action.
* If you have questions, please do not hesitate to contact the Office of the Dean of Students at 419-372-2843 or odos@bgsu.edu.
* View the [Student Handbook](https://www.bgsu.edu/student-handbook.html).
* Learn more about and view the [Code of Academic Conduct](https://www.bgsu.edu/dean-of-students/academic-honesty-policy.html).
* Learn more about and view the [Code of Student Conduct](https://www.bgsu.edu/dean-of-students/rights-and-responsibilities/student-conduct.html).

## Title IX

Bowling Green State University (BGSU) is committed to providing a safe learning environment for all students that is free of all forms of discrimination and harassment. Sexual misconduct and relationship violence in any form are antithetical to the university’s mission and core values, violate university policies, and may also violate federal and state law. Faculty members are considered “Mandatory Reporters” and are required to report incidents of sexual misconduct and relationship violence to the Title IX Coordinator. If you or someone you know has been impacted by sexual harassment, sexual assault, dating or domestic violence, or stalking, please visit the [Title IX webpage](https://www.bgsu.edu/equity-diversity-and-inclusion/title-ix/title-ix-at-bgsu.html) to access information about university support and resources.

## Accessibility Services

[Accessibility Services](https://www.bgsu.edu/accessibility-services.html) provides equal access and reasonable accommodations to students with disabilities attending BGSU. Students wishing to discuss their eligibility for such accommodations are encouraged to contact the office at phone: 419-372-8495, fax: 419-372-8496, or email: access@bgsu.edu.

## Religious Accommodations

[Throughout the semester, if questions arise related to the application of the Religious Accommodations policy, please reach out to your Chair/Director and/or Dean.]

In addition to participation/attendance/absence policies already listed, you may have up to three (3) excused absences each academic semester, without penalty, to take time off for reasons of faith or religious or spiritual belief system or to participate in organized activities conducted under the auspices of a religious denomination, church, or other religious or spiritual organization. You are required to notify me in writing of specific dates requested for excused absences and/or alternative accommodation no later than fourteen (14) calendar days after the first day of instruction for this course. After necessary notification, you should consult with me to determine an appropriate alternative opportunity that will be provided to help you complete your academic responsibilities for the course. These requests will remain confidential. The Office of Registration & Records maintains a list of [accommodated religious holidays](https://www.bgsu.edu/registration-records/academic-calendars/accomodated-religious-holidays-and-festivals.html). Please note that this list is not exhaustive of all holidays. For more information about the [Student Religious Accommodations policy](https://www.bgsu.edu/policies/academic-affairs/3341-3-82.html), you may contact the Dean of Students at odos@bgsu.edu or 419-372-2843.

## Freedom of Expression

Bowling Green State University, as a public institution, is committed to freedom of expression and the rights protected by the First Amendment. First Amendment rights have implications inside the classroom as well. Review the [Office of the Dean of Students page regarding Freedom of Expression](https://www.bgsu.edu/dean-of-students/free-speech/faq.html) at Bowling Green State University for more information including the policy. To report concerns please visit the [See It. Hear It. Report It.](https://www.bgsu.edu/dean-of-students/free-speech.html) page.

## Student Veteran-friendly Campus

BGSU educators recognize student veterans’ rights when entering and exiting the university system. If you are a student veteran, please communicate with your instructor so reasonable accommodations can be made for absence when drilling or being called to active duty. Refer to the [Veterans](https://www.bgsu.edu/nontraditional-and-military-students/veterans.html) page.

## University Closure

In most cases, the University will not close for winter conditions unless the Sheriff’s Department from the county in which your campus is located declares a Level 3 emergency. Once the decision is made to delay, cancel or close, individuals will be notified through AlertBG, email, the BGSU homepage, BGSU social media channels and the news media (see the [Emergency Cancellation Delay and Closing Policy and Procedures](https://www.google.com/url?client=internal-element-cse&cx=002622101337308990287:t_dpftg1clg&q=https://www.bgsu.edu/general-counsel/university-policies/emergency-cancellation-delay-and-closing-policy-and-procedures.html&sa=U&ved=2ahUKEwjc-ofk8M-AAxUlhIkEHaGOA-8QFnoECAMQAQ&usg=AOvVaw0qicnIhyNLqtpkfeoPudMW) document for a list of radio and television stations).

## Non-Discrimination in Employment and Education

Bowling Green State University is committed to maintaining an employment and educational environment that is free from unlawful discrimination, harassment, and retaliation. The University prohibits discrimination and harassment on the basis of protected class. Retaliation against any person for asserting their legal rights to be free from discrimination or harassment, for reporting discrimination or harassment, or for participating in activities is strictly prohibited. You may review BGSU’s Non-Discrimination in Employment and Education policy for more information. To report concerns, please visit the [See It. Hear It. Report It.](https://www.bgsu.edu/dean-of-students/free-speech.html) page.

## Remotely Proctored Testing

[**You are required by the university to include this statement if you plan to use remote proctoring.** Remotely proctored exams using third-party solutions such as [*Respondus*](https://bgsu.teamdynamix.com/TDClient/2070/Portal/KB/ArticleDet?ID=136501) may be administered with strict adherence to certain protocols. Most importantly, students must be clearly notified that the course requires remotely proctored exams, and if such exam requires students to conduct a virtual room scan by briefly showing their surroundings. As a reminder, it is possible to turn of the “room scan” setting in Respondus. Visit the [*Respondus Resources*](https://web.respondus.com/he/lockdownbrowser/resources/) page for additional information.]

This course requires remotely proctored testing, that may include quizzes, regular examinations, and/or final examination, during which you may be required to briefly show your surroundings using your web camera (a “room scan”), wherever you choose to take the exam. By choosing to take the exam in your home/residence hall room, you are consenting to a room scan of the area where you take the exam.

If you do not wish to have your home, residence hall room subject to the room scan, you may take the exam from another location where you won’t be interrupted, such as the University Libraries or study spaces on campus. If you are enrolled in a distance program, a local library or a testing center at another educational institution may be an option. You will be required to complete the virtual room scan in the alternative location. It is your responsibility to identify an appropriate location to take your exams.

* The room scan will only be visible to your instructor and BGSU faculty or staff with a legitimate need to review the video. Other students enrolled in the class will not be able to see your room scan.
* If you have or require testing accommodation, please contact the [Office of Accessibility Services](https://www.bgsu.edu/accessibility-services.html) at access@bgsu.edu or 419-372-8495

# Course Schedule/Calendar

[Below are two examples of course schedules/calendars. Including a course schedule/calendar in your syllabus helps your students stay on track and plan their learning. Learning objectives for each module of a course can be easily incorporated into the course schedule/calendar to indicate the skills and knowledge that students should acquire by the end of the module. The CFE recommends using modules to organize course materials in Canvas. If you would like information on [*writing course learning outcomes and student learning objectives*](https://www.youtube.com/watch?v=qYthOF9hETM&t=1s&ab_channel=JessicaTuros) or adding modules to your Canvas course, you can consult the resources on the [*CFE website*](https://www.bgsu.edu/center-for-faculty-excellence.html) or [*request a consultation*](https://www.bgsu.edu/center-for-faculty-excellence/schedule-a-meeting-with-a-cfe-instructional-designer.html) with a CFE Instructional Designer. **Completing this section will fulfill the CBA expectations for a *Schedule of Assessments.***]

## Schedule/Calendar [*Example 1*]

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Week** | **Module/Lesson** | **Activities****(In-class and/or out of class)** | **Assignments** | **Assignment Due Dates** |
| 1 | [Introduction] | [Read chapters 1 & 3 of the textbook.] | [Discussion board on questions from chapter 1 & 3.] | [day, month, and time] |
| 2 |  |  |  |  |
| 3 |  |  |  |  |
| 4 |  |  |  |  |
| 5 |  |  |  |  |
| … |  |  |  |  |

## Schedule/Calendar [*Example 2*]

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Week** | **Module/Lesson** | **Student Learning Objectives** | **Activities****(In-class and/or out of class)** | **Assignments** | **Assignment Due Dates** |
| 1 | [Introduction] | [Respond to the ethical dilemma presented in the textbook using the strategies discussed in the chapter.] | [Read chapters 1 & 3 of the textbook.] | [Discussion board on questions from chapter 1 & 3.] | [day, month, and time] |
| 2 |  |  |  |  |  |
| 3 |  |  |  |  |  |
| 4 |  |  |  |  |  |
| 5 |  |  |  |  |  |
| … |  |  |  |  |  |

I reserve the right to update this syllabus as class needs arise. Be assured that I will communicate to you any changes to our schedule, syllabus, or policies quickly and efficiently through [*method of contact*].