



NORFOLK STATE UNIVERSITY
Office of Academic Affairs
Course Syllabus Format

SEMESTER AND YEAR

COURSE NUMBER, TITLE, CREDIT HOURS

CLASS MEETINGS (days, hours, building and room)

INSTRUCTOR NAME, TITLE, DEPARTMENT, AND OFFICE HOURS INSTRUCTOR

CONTACT INFORMATION

Office location (building and room number), office telephone number, e-mail address, department telephone number and location

COURSE DESCRIPTION, PREREQUISITES, CO-REQUISITES

Provide an overview of the course, a description of the type of student who is expected to take the course, and a statement of student responsibility for achieving learning outcomes (i.e., student engagement in the course). The description must be consistent with the description that was approved by the University Curriculum Committee and published in the University Catalog.

COURSE RATIONALE

The course rationale communicates to students and faculty the location of the course in the curriculum.

Provide a rationale for general education courses. Identify general education outcomes addressed by the course as well as the level at which the outcomes are addressed (introduction, emphasis, reinforcement, and/or application).

Provide a rationale for required program core courses. Identify related program outcomes as well as the level at which the outcomes are addressed (introduction, emphasis, reinforcement, and/or application). If applicable, identify professional training standards, certification standards, accreditation guidelines, licensure requirements, and/or the basis for the requirement.

Provide a rationale for elective courses. Identify basis for offering the course as an elective.

COURSE GOALS AND MEASURABLE INTENDED STUDENT LEARNING OUTCOMES (Intended Course Outcomes)

Specify the goals and learning outcomes for the course. Outcomes should be expressed as the specific knowledge, understanding, skills, and attitudes students will be able to demonstrate upon successful completion of the course.

- The major goals to be achieved by students taking this course are
- By the end of the course, students will:
 - Describe/Explain/Identify . . .
 - Be able to do/perform/demonstrate ..., and
 - Value...
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COURSE MATERIALS / REQUIRED TEXT(S) / SUPPLEMENTARY READINGS

List required and supplementary textbooks and other learning resources such as reading lists, bibliographic information and style guide (e.g., APA, MLA), reference materials, databases, collections, software, etc. Where no text is required, a list of required readings or other appropriate course materials must be provided.

PRIMARY METHOD(S) OF INSTRUCTION / METHODS TO ENGAGE STUDENTS

Indicate instructional methods employed in the course designed to engage students in achieving learning outcomes. For example, methods may include lecture, demonstration, class discussion, group discussion, role playing, audio-visual presentations, collaborative learning, case study, drill, lab, simulation, fieldwork, community service, service-learning, assigned readings, Blackboard (on-line delivery) etc.

COURSE OUTLINE / CALENDAR (Expectations for Student Engagement in the Course)

Provide an outline with dates specifying the schedule of class meetings, topics or modules covered, quizzes, deadlines for assignments and projects, examination dates, holidays, etc. An optional component is to include a statement such as the following at the end of the outline: *The schedule is subject to change at the discretion of the instructor or depending upon the progress of the class.*

RELATED UNIVERSITY-WIDE AND COURSE-SPECIFIC REQUIREMENTS

Identify and describe any of the following competencies, as appropriate, that will be required or assessed in the course.

- Writing
- Information Technology Literacy
- Quantitative Reasoning
- Scientific Reasoning ○ Oral Communication ○ Critical Thinking
- Other Competencies or Requirements such as portfolios, labs, community service, civic engagement, co-curricular requirements (e.g., museum visits, concerts, conferences, research forums, etc.).

EVALUATION / ASSESSMENT METHODS

Specify methods that will be used to evaluate achievement of learning objectives and outcomes. For example, specify the quizzes, exams, standardized tests, performances, reflective journals, essays, research papers, projects, oral examinations, art work, etc., that will be required. The assessment in the course may be done using a rubric, a matrix that uses a descriptive tool that measures each learning objective in an unbiased manner. This tool allows the instructor to provide qualitative feedback on designated competency levels. Rubrics also allow you to see beforehand what the assessment is all about and study accordingly. All evaluation/assessment methods should be described in sufficient detail so students know what is expected.

GRADING STANDARDS / EVALUATION CRITERIA

Provide information regarding how grades will be determined. Identify the components that will be included in determining the grade, identify how each component will be weighted in the computation of the final grade, and specify the grading scale (e.g., A = 93% - 100%, A- = 90% - 92%, etc.). Consult the current University Catalog to ensure consistency with published academic policies. Optional statement: *The instructor reserves the right to revise the grading criteria as appropriate and will make reasonable attempts to notify students.*

Specify:

- whether extra credit options will be allowed and under what conditions
- how absence and tardiness will affect the grade
- whether active class participation will be included in the grade
- whether late assignments will be accepted and whether a penalty will be applied
- whether make-up examinations/assignments will be permitted, under what circumstances, and the time limit
- whether an incomplete grade will be permitted and under what conditions including:
 - a time limit no later than mid-term of the next semester and an agreement regarding the remaining work to be completed,
 - a significant portion of the course requirements must be completed with satisfactory performance (i.e., passing) in order to be considered for an incomplete grade, and
 - students cannot retake the course in order to remove the incomplete.
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ACADEMIC INTEGRITY STANDARDS

Describe expectations regarding student conduct such as:

- Attendance (define attendance, especially for online/web-based courses)
- Tardiness
- Class participation
- Honesty, honor code, and violations of integrity such as plagiarism
- Student class conduct (e.g., use of cell phones and electronic devices, etc.)
- NSU e-mail policy

Academic integrity and honesty are central components of a student's education, and ethical conduct should be maintained at all times. Under the University's Student Code of Conduct, students have the responsibility to uphold the principles of academic integrity in all of their academic work. Forms of violation include, but not limited to, cheating, plagiarism, falsification, multiple submissions, using works from another class assignment without instructor's permission, attempting or assisting another classmate with a graded assignment without instructor's permission, etc. Penalties for violating an academic integrity issue can include a grade penalty up to and including a failing grade for the course.

Academic Honor Code: Students will conduct themselves ethically and responsibly, safeguarding their own integrity and that of the community. In fairness to themselves and in justice to others, students will not lie, cheat or steal others' ideas, nor will they tolerate egregious behavior in others. Students will avoid deception and collusion whenever they engage in academic activities offered under the auspices of NSU. As scholars, students will scrupulously avoid plagiarism, learning to select high-quality research sources and to cite them correctly.

Consult the University Catalog to ensure consistency with published academic policies. Consult the *NSU Faculty Manual* as well as the *Student Handbook* on matters regarding student conduct such as attendance, illness, off-campus trips, and grade appeals, etc.

BLACKBOARD INSTRUCTIONS


If using Blackboard, provide login and navigation instructions.

For the best online learning experience, you will need:

- Windows 7 or, Mac OS X 10.6 or later
- At least 512 MB RAM
- Broadband Internet Connection (1.5 Mbps required, 3.0 Mbps recommended)
- Adobe Flash 10.1 or later
- Latest version of Java
- User privileges to install software for required software installations
- Microphone and webcam (headphones with microphone recommended) for courses that require online meetings with audio and/or video participation and for online proctoring.

Note: While mobile devices, especially smartphones, are convenient and may be utilized for some course functions, they cannot be the primary device for completing your online course work.

Log-In Instructions:

1. [Log in to MyNSU](#)
2. Type your username. Your username is the local part of your NSU email address (up to but not including the @ sign). Please do not include the @ symbol or the domain part. For example, if your email address is *john.doe@spartans.nsu.edu*, your user name is *john.doe*.
3. Type your password.
4. Select the Blackboard icon to  access your courses. What do I do if I can't log in to MyNSU?

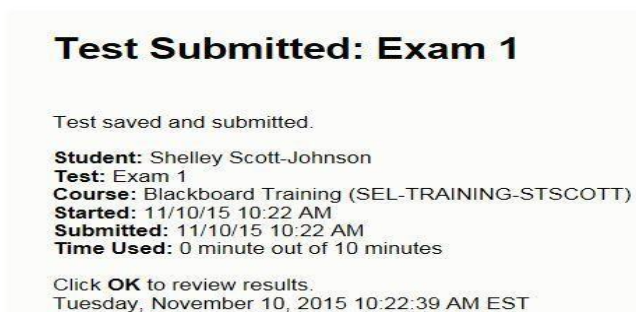
For questions or concerns about accessing MyNSU, please call NSU Client Services at 757-823-8678 or email clientservices@nsu.edu.

What do I do if I don't see my enrolled course listed under My Courses?

Please contact your instructor to make sure the course has been made available. If the course has been made available, students should be able to see new registered courses 24 hours after registering.

How do I know if my test was submitted?

At the conclusion of the test, you will receive a test receipt page. You can print it using your browser's print command to keep a copy for your records. Below is an example of the test receipt page.



Getting Technical Help and Support

If you need Blackboard technical assistance, please email BbTechSupport@nsu.edu, or call toll free 1-844-266-4990, or [Submit a Ticket](#). You may also access Blackboard help by visiting the [Blackboard Help](#) website.

When seeking Blackboard Technical assistance, please be prepared to provide the following information:

- First Name and Last Name
- Blackboard Username
- Contact Information—email address and telephone number
- Course ID w/ section number

- Brief description of request—Provide detailed and descriptive information.

Note: Blackboard may experience service outages between the hours of 2 a.m. and 6 a.m. on Fridays for scheduled system maintenance.

Supported File Names and Extensions

Although Blackboard Learn may allow you to upload files with a variety of characters, your instructor and classmates' web browsers/operating systems may prevent the file from opening. For this reason, Blackboard Learn file names should contain ONLY letters, numbers, and/or the underscore. The length of file names should be less than 125 characters. Special characters like % & # < > = \ + / ' , " : ! ? \$ @ | [] { } will prevent your instructor and classmates from being able to open the file. Also, be sure your file has a file extension, such as .doc, .txt. Some Mac programs don't add file extensions. If you upload a file to Blackboard Learn that doesn't contain a file extension, your instructor and classmates may not be able to open the file.

Note: Please close any opened file prior to uploading that specific file.

INSTRUCTION DURING INCLEMENT WEATHER AND/OR UNIVERSITY CLOSING

To ensure that all classes meet the required number of instructional contact hours, the method of offering continuous instruction in the event of class cancellation or University closure due to inclement weather is to provide course content, assignments and activities via Blackboard as the course management system and the virtual classroom.

AMERICANS WITH DISABILITIES ACT (ADA) STATEMENT

In accordance with Section 504 of the 1973 Rehabilitation Act and the Americans with Disabilities Act (ADA) of 1990, we ask if you have a disability or think you have a disability, please contact O.A.S.I.S., the Office of Accessibility Services, upon registration at Norfolk State University to confidentially discuss any accommodation needs. Norfolk State University ensures equal access to instruction through collaboration between students with disabilities, instructors, and O.A.S.I.S. "Reasonable" means the University permits no fundamental alterations to academic standards or retroactive modifications. For more information, please consult our web site (see address below). Should you have a disability, including unseen disabilities such as learning disabilities, psychological health injuries (such as PTSD), or cognitive disabilities (such as brain injuries), that require reasonable accommodations, please contact:

Location: Student Services Center, Suite 110

Contact Person: Audrey M. Wells – O.A.S.I.S. Coordinator
Telephones: 757-823-8325 / 757-823-2640 (fax)

Email: amwells@nsu.edu

Website: <https://www.nsu.edu/oasis/about>

UNIVERSITY ASSESSMENT STATEMENT

As part of NSU's commitment to provide the environment and resources needed for success, students may be required to participate in a number of university-wide assessment activities. The activities may include tests, surveys, focus groups and interviews, and portfolio reviews. The primary purpose of the assessment activities is to determine the extent to which the university's programs and services maintain a high level of quality and meet the needs of students. Students will not be identified in the analysis of results. Unless indicated otherwise by the instructor, results from University assessment activities will not be computed in student grades.

ACADEMIC SUPPORT SERVICES AND RESOURCES (OPTIONAL)

Provide information regarding the relevant NSU academic support services (e.g., Stith Student Success Center, departmental or college/school advising and tutoring services, student groups or clubs for majors, University bookstore, Counseling Center, Career Services, Lyman Beecher Brooks Library, LibGuides, Military and Veterans Affairs, International Student Services, etc.). Publications providing this information, such as the University Catalog, may be referenced.

SUCCESS TIPS (OPTIONAL)

Provide tips on how to succeed in this course. For example, provide suggestions such as planning and self-management skills, identify common misconceptions or mistakes, strategies for study, tips regarding successful completion of assignments, additional online resources, etc.

Revised 1992, 2001, 2005, 2008, 2018