**NORFOLK STATE UNIVERSITY**

**OFFICE OF ACADEMIC AFFAIRS**

**COURSE SYLLABUS CRITERIA**

**NOTES TO FACULTY:**

* All parenthetical notes in **green** font are notes meant for faculty as they prepare their syllabi before distributing to students. Faculty are expected to remove this cover page and replace all parenthetical notes for faculty with guidance specific to their courses. The information meant for students is in **black** font.
* To meet accessibility standards, faculty are encouraged to upload their syllabi to the University [SensusAccess](https://www.nsu.edu/sensusaccess#:~:text=SensusAccess%20is%20a%20self%2Dservice,audio%20books%20and%20e%2Dbooks.) portal prior to posting for students. [SensusAccess](https://www.nsu.edu/sensusaccess#:~:text=SensusAccess%20is%20a%20self%2Dservice,audio%20books%20and%20e%2Dbooks.) is an online document conversion system that converts text and image-based files into more accessible formats. It can also be used to transform text and image-based files into different outputs including audio, Braille, or e-text formats.

**COLLEGE/SCHOOL**

**DEPARTMENT**

**COURSE TITLE, NUMBER, SECTION, CREDIT HOURS**

**SEMESTER AND YEAR**

**CLASS MEETINGS** [Days, Hours, Building, and Room or Online/Hybrid]

**INSTRUCTOR NAME, TITLE, DEPARTMENT, AND OFFICE HOURS**

**INSTRUCTOR CONTACT INFORMATION**

[Office location (building and room number), office telephone number, email 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 placement of the course in the curriculum. Provide a rationale for general education courses. Identify general education outcomes addressed by the course.]

[Provide a rationale for required program core courses. Identify related program outcomes. 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 the basis for offering the course as an elective.]

**COURSE GOALS AND MEASURABLE INTENDED STUDENT LEARNING 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. Use action verbs and “can do” statements to describe what students will be able to do at the end of the course.]

By the end of the course, students will be able to

* Describe/Explain/Identify/compare/analyze ...
* Perform/demonstrate/complete/compose/present ...
* Value …

**COURSE MATERIALS/REQUIRED TEXT(S)/SUPPLEMENTARY READINGS**

[List required and supplementary textbooks and other learning resources, such as reading lists, style guide (e.g., APA, MLA, Chicago), 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 used 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 (online delivery) etc.]

**RELATED UNIVERSITY-WIDE AND COURSE-SPECIFIC REQUIREMENTS**

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

1. Civic engagement (required core competency)
2. Critical thinking (required core competency)
3. Quantitative reasoning (required core competency)
4. Written communication (required core competency)
5. Oral communication (selected core competency)
6. Information literacy (selected core competency)
7. Professional readiness (selected core competency)
8. Scientific literacy (selected core competency)
9. Other Competencies or Requirements such as portfolios, labs, community service, 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 outcomes. For example, specify the quizzes, exams, standardized tests, performances, reflective journals, essays, research papers, projects, oral presentations, artwork, etc., that will be required. The assessment in the course should be accompanied by a rubric that is provided to students prior to the assessment. A rubric usually includes a matrix with a descriptive tool that measures each learning outcome in an unbiased manner. This tool allows the instructor to provide qualitative feedback on designated competency levels. A rubric also allows students 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 the following:

1. Whether extra credit options will be allowed and under what conditions
2. How absence and tardiness will affect the grade (refer to [ADMINISTRATIVE POLICY #30-06 (2014) ATTENDANCE POLICY](https://acrobat.adobe.com/id/urn%3Aaaid%3Asc%3AUS%3A616528f0-85e6-4044-bc68-b25519b76fdf) and [ADMINISTRATIVE POLICY #34-01 (2021) DISTANCE AND CORRESPONDENCE EDUCATION](https://acrobat.adobe.com/id/urn%3Aaaid%3Asc%3AUS%3A51b442d1-5e62-4fdb-82e1-7687e144441f))
3. Whether active class participation will be included in the grade
4. Where and how assignments will be submitted
5. Whether late assignments will be accepted and whether a penalty will be applied
6. Whether make-up examinations/assignments will be permitted, under what circumstances, and the time limit
7. Whether an incomplete grade will be permitted and under what conditions (refer to [ADMINISTRATIVE POLICY #31-10 (2014) INCOMPLETE GRADE REMOVAL POLICY](https://acrobat.adobe.com/id/urn%3Aaaid%3Asc%3AUS%3A0b58b72d-5d9a-4d3a-9961-a1f8d5970091))]

**CLASS ATTENDANCE POLICIES**

1. **In-Person Courses** [This part may be removed if the course is fully online.]

The University expects students to attend all classes. While absences are discouraged, the University recognizes that, on occasion, students may have legitimate reasons for being absent. Thus, a student will be permitted one unexcused absence per semester credit hour or the number of times a given class meets per week. Once a student exceeds the number of allowed unexcused absences, an instructor may require an official University excuse. Not more than 20% of class meetings (excused and/or unexcused) may be missed by a student during a given semester. At the discretion of the instructor, a student whose absences exceed 20 percent of scheduled class meetings for the semester may receive a grade of "F" for the course.

Students have the responsibility to confer with instructors regarding all absences or intended absences. If a sudden departure from the campus (for an emergency or extraordinary reason) prevents a student from communicating with each of his or her instructors, the student is expected to notify the Dean of Students Office within 48 hours.

Class excuses are issued for legitimate reasons as deemed appropriate by the Dean of Students Office. Such reasons may include but are not limited to medical reasons, funerals for immediate family, and official University business/activity. Official written documentation may be required. Notes from relatives, friends, etc., are not accepted as “official” documentation for absences. The Dean of Students Office will determine if an absence is legitimate and if an excuse will be issued.

Students who become ill are encouraged to report to the Student Health Center, located in Spartan Station, for “minor” medical treatment. A current NSU ID card must be presented prior to treatment. Written verification of illness issued by the Health Center should be carried to the Dean of Students Office, and an official University excuse should be obtained.

Students residing in on-campus housing facilities are governed by the same policies and procedures as non-residential students insofar as class attendance and class excuses are concerned.

1. **Online Courses**

[Provide your guidance here after referring to[ADMINISTRATIVE POLICY #34-01 (2021) DISTANCE AND CORRESPONDENCE EDUCATION](https://acrobat.adobe.com/id/urn%3Aaaid%3Asc%3AUS%3A51b442d1-5e62-4fdb-82e1-7687e144441f) and the [Student Handbook for Online Learning](https://acrobat.adobe.com/id/urn%3Aaaid%3Asc%3AUS%3Ade0b1482-5c2c-414a-a762-be7f51886cce).]

1. **Absence from Final Examinations**

If a student misses a final examination because of an emergency, he or she should notify the instructor within 48 hours after the examination was scheduled. Excuses for missing a final examination are issued by the Office of Student Services/Judicial Affairs only with the consent of the instructor. Such excuses are given only in extreme emergencies, and official, written documentation must be presented before an excuse is issued.

Failure to follow the procedure outlined for absence from final examinations will result in a grade of "F" for the examination, and a final grade will be computed and given for the course.

**ACADEMIC INTEGRITY STANDARDS**

In keeping with its mission, the University seeks to prepare its students to be knowledgeable, forthright, and honest. It expects and requires academic honesty from all members of the University community. Academic honesty includes adherence to guidelines established by the University for the use of its libraries, computers, and other facilities.

“Academic or academically related misconduct” includes, but is not limited to, unauthorized collaboration or use of external information during examinations, plagiarizing or representing another’s ideas as one’s own, furnishing false academic information to the University, falsely obtaining, distributing, using, or receiving test materials, obtaining or gaining unauthorized access to examinations or academic research materials, soliciting or offering unauthorized academic information or materials, improperly altering or inducing another to alter improperly any academic record, or engaging in any conduct which is intended or reasonably likely to confer upon one’s self or another an unfair advantage or unfair benefit respecting an academic matter.

Additional information regarding academic or academically related misconduct, and disciplinary procedures and sanctions regarding such misconduct, may be obtained by consulting the Dean of Students website for the latest policies on student conduct at <https://www.nsu.edu/Campus-Life/Services-Resources/Dean-of-Students/Student-Conduct>.

[Describe expectations regarding student conduct such as

1. Attendance (define attendance, especially for online/web-based courses)
2. Tardiness
3. Class participation
4. Academic honesty
5. Code of Student Conduct
6. Violations of integrity such as plagiarism
7. Student class conduct (e.g., use of cell phones and electronic devices, etc.)]

**STATEMENT ON THE USE OF GENERATIVE ARTIFICIAL INTELLIGENCE (AI) TECHNOLOGY**

When used appropriately, generative AI can be an effective training tool to enhance learning. Generative AI produces new content from patterns learned from training data; it does not check for the veracity or accuracy of the input or output data. Although generative AI can be used as an effective learning tool, it should not replace students’ original work, critical thinking, or creativity. Generative AI platforms may be used as learning tools within defined contexts, but they cannot replace students' individual contributions. If you use generative AI tools, you must inform your instructor of this use and cite the contribution properly; otherwise, your actions will be considered academically dishonest and in violation of the NSU Code of Student Conduct.

**NSU EMAIL POLICY AND COMMUNICATING WITH STUDENTS**

[Provide clear guidance on how students can communicate with you outside of class and when you will be responding to their emails. Make sure that you check your email regularly and respond to student emails promptly. This is especially important for online students who rely on email to communicate with you. Generally, response time should not exceed 48 hours. If you schedule a due date for an online assignment on Friday or the weekend, then make sure you will be available to troubleshoot if a challenge arises.]

**STATEMENT ON CLASS RECORDINGS**

We will use technology for virtual meetings and recordings in this course. Our use of such technology is governed by FERPA, NSU Policy on the Acceptable Use of Technological Resources, and the Code of Student Conduct. A record of all meetings and recordings is kept and stored by the instructor in accordance with the Acceptable Use of Technological Resources Policy and FERPA. Your instructor will not share recordings of your class activities except with course participants, including your fellow students, teaching assistants, mentors, and any guest faculty or community-based learning partners that we may engage with. **You may not share recordings outside of this course. Doing so may result in disciplinary action.**

**COMMON NETIQUETTE RULES** [It is highly recommended that faculty provide the guidance listed below, or similar guidance, to remind students of faculty expectations regarding online forums. This part may be removed if the course is offered in-person and does not utilize Discussion Boards.]

Communication in an online environment is different from communication in a physical setting. In an online environment, most communication takes place via written text. Because this means you are missing body language cues and immediate feedback from your listener, it is important to understand some common rules for good online etiquette (netiquette).  This ensures that the message you intend to convey is received correctly. The following are some common netiquette rules:

1. **Be respectful.** It is important to remember that your classmates and professors are real people who are affected by the words you say and write. Students should be addressing professors by the appropriate title and addressing each other by name while being mindful of their written tone. Students should interact online politely, just as they would be expected to do in a physical classroom environment.
2. **Be mindful.** Students should be careful with humor and sarcasm. It is important to know the difference between being funny and being rude. Students should avoid using strong language and writing in all capital letters (shouting). Students should respect the privacy of others and avoid sharing personal or professional information about classmates. Students should respect diversity and opinions that differ from their own.
3. **Be professional.** Students should strive to look their best online. Using accurate information and proper language is expected of university students. Students should be able to justify their opinions and credit the ideas of others by citing or linking to scholarly resources. Students should avoid misinforming others when they may not know the answer to something; when they are providing a guess, they should clearly state that. Writing in a legible font, avoiding textspeak, and limiting the use of emoticons is considered professional behavior. Profanity and participation in hostile interactions is unprofessional and disruptive.

**DISCUSSION BOARD NETIQUETTE** [It is highly recommended that faculty provide the guidance listed below, or similar guidance, to remind students of faculty expectations regarding online forums. This part may be removed if the course is offered in-person and does not utilize Discussion Boards.]

In addition to using proper language, grammar, and spelling, students should observe the following netiquette rules in discussion boards:

1. **Read all other comments before posting.** Contribute by adding to the discussion, not by repeating in your own words what others have already posted. In addition, other students may have posted questions about the course or an assignment that have already been answered within the discussion board.
2. **Be clear and stay on topic.** Be clear about what you are saying so that it is not misunderstood. Read your words aloud before posting to test the clarity of your message.
3. **Be mindful of your tone.** The tone of messages in an academic environment should be polite and display respect for others. The use of sarcasm, profanity, and ALL CAPS (shouting) should be avoided.
4. **Be credible.** Do not mislead other students by providing information that might not be accurate. If your response is a guess, state that clearly. Be sure to give credit where it is due by citing sources, providing links, or crediting the ideas of other classmates.
5. **Respect diversity.** Online courses bring students together from all over the world. Recognize that others may have different cultural backgrounds and skill levels with writing in the English language. Treat others with respect, regardless of race, gender, religious beliefs, and sexual orientation. Be respectful when opinions differ from your own; if you disagree, do so in a polite manner.

**BLACKBOARD INSTRUCTIONS**

1. Log in to [MyNSU](https://my.nsu.edu/myNSU/). (For questions or concerns about accessing MyNSU, please call NSU Client Services at 757-823-8678 or email clientservices@nsu.edu.)
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 username is *john.doe*.
3. Type your MYNSU password.
4. Select the Blackboard icon from the MyNSU Page, then Student Links, to access Blackboard. You will be directed to the Welcome to NSU’s Blackboard Ultra Institution Page.

**What are the operating system requirements**?

1. Operating System: Windows 11; Mac OS 10 or newer
	1. NOTE: Chromebooks operate with the Chrome OS, which is not supported by Blackboard Learn, although you may experience success with some features. Please do not plan to rely solely on a Chromebook for your course work; you must ensure access to a device running a full-featured operating system within the supported versions noted above.
	2. NOTE: Although you can perform many tasks in Blackboard Learn Ultra on a mobile device (iPad, iPhone, Android tablet or phone) either through a mobile browser or the Blackboard mobile application, not all Blackboard Learn’s features support a mobile format. As such, you cannot rely solely on a mobile device to fully complete course work and must ensure access to a device running a full-featured operating system within the supported versions noted above.
2. Processor: 1 GHz or faster
3. RAM: 4 GB or higher
4. 20 GB of available hard-drive space
5. Screen resolution: 1280x1024 or higher
6. Internet connection: Download speed of at least 1.5 Mbps, 750 kbps upload
7. Webcam, microphone, and speakers

**What do I do if I do not see my enrolled course listed under My Courses?**

Contact your instructor to ensure the course is available. If the course has been made available, students should be able to see new registered courses 24 hours after registering. Be sure you are not filtering for the past semester.

**How do I know if my test or assignment was submitted?**

After submitting the test or assignment, 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.



**How do I get technical help and support?**

1. For Blackboard technical help and support, please visit [Help and Tech Support.](https://www.nsu.edu/oel/help-and-tech-support)
2. For assistance with how to use Blackboard Ultra, please visit [Blackboard Ultra Tutorials](https://www.youtube.com/playlist?list=PLontYaReEU1vndBOA5qA-u_Gwyh9xk8U3).
3. For information on the Blackboard Learn App, please visit [Black Learn App Help](https://help.blackboard.com/Blackboard_App).

**What are the browser requirements for using Blackboard Learn Ultra?**

Please visit [Blackboard Learn Ultra Browser Support](https://help.blackboard.com/Learn/Student/Ultra/Getting_Started/Browser_Support) to determine whether your browser works well with Ultra.

**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 viaBlackboard as the course management system and virtual classroom.

**AMERICANS WITH DISABILITIES ACT (ADA) STATEMENT**

[Before distributing the syllabus to students, faculty need to verify that the information provided below is the latest ADA statement obtained from NSU’s Office of Accessibility Services (OASIS).]

In accordance with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act (ADA) of 1990, please contact the Office of Accessibility Services/International Student Services (OASIS) if you have a disability or think you have a disability.

Contact Person: Cheniqua Goode, LPC, Accessibility Services Interim Director
Location: James A. Bowser Building, Suite 121
Phone: 757-823-2409 (Office)
Fax: 757-823-2640
Email: cbgoode@nsu.edu

**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 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 high quality and meet student needs. 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**

A list of academic services and University services can be found on the [Assist](https://nsu.blackboard.com/ultra/integration/bbAssist) tab in the global navigation. Additionally, As an enrolled student at NSU, you have access to [student software and services](https://www.nsu.edu/oit/student-software).

[Provide any additional 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, Career Services, Lyman Beecher Brooks Library, LibGuides, Military and Veterans Affairs, International Student Services, etc.).]

**Counseling Center**

Many services are available on campus for currently enrolled students such as crisis intervention and individual and group counseling. University Counseling Center, Student Services Bldg., Room 312, 757-823-8173 (8:00 a.m. – 5:00 p.m. Monday – Friday).

**Student Mental Health and Well-Being:** The NSU Counseling Center is sensitive to addressing the mental health and overall well-being of the student population. The Counseling Center provides in-person and telehealth services in the form of individual therapy, group therapy, consultation, crisis intervention, case management, and referral support. Students may contact the Counseling Center in person (Student Services Center, Suite 312) or by calling 757-823-8173 between the hours of 8:00 a.m. and 5:00 p.m. to initiate services. Crisis services after hours and weekends are available by calling 757-823-8102. The National Suicide and Crisis Lifeline is 988 and for a life-threatening emergency, call 911 right away.

Students have access to **TimelyCare,** a new virtual health and well-being platform. **TimelyCare** provides 24/7/365 access to mental health support at no cost to students. Get started by downloading the **TimelyCare** app on any electronic device or visiting [timelycare.com/nsu](http://timelycare.com/nsu). Be sure to use your NSU email address upon registering. Services include the following:

* TalkNow: 24/7, on-demand emotional support.
* Scheduled Counseling: Select the day, time, and mental health provider of student’s choice. Students have access to 12 scheduled counseling sessions per academic year.
* Health Coaching: Support for developing healthy behaviors.
* Self-Care Content: Yoga and meditation sessions and group conversations with providers on a variety of health and well-being topics.

For online resources, please visit the Counseling Center's website at <https://www.nsu.edu/counselingcenter>. Students may access the online Mental Health Resource Center at <https://jedfoundation.org/mental-health-resource-center/> to search for information regarding mental and emotional health. The site also includes a self-screening tool, information about mental/emotional disorders, and how to obtain help for oneself or others.

**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.]

**COURSE OUTLINE/CALENDAR/SCHEDULE/EXPECTATIONS FOR STUDENT ENGAGEMENT IN THE COURSE**

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