XXX YYY - Course Name Syllabus

Instructor Name: XX

Phone: XX

Office Building and Room Number: XX

Office Hours: Clarke faculty members may list their current office hours and “by appointment only.” Adjuncts may list “by appointment only” for their office hours. Example: “I will be available by appointment. If possible, please let me know when you plan to call so I can be prepared to take your call. If needed, we can set up a time outside of office hours for a phone call or virtual meetings.”

Availability by Appointment: XX

Email: XX

Email Response Times: One business day

Credit Hours: XX

First Day of Class: Insert the first day of class here.

Last Day of Class: Insert the last day of class here.

Drop/Add Deadline: Insert the drop/add deadlines here.

Withdrawal Deadline: Insert the withdrawal deadline here.

Other Important Dates: Insert holidays or other important dates here; delete line if unnecessary.

# Course Overview

## Course Description

Add the official course description here.

## Prerequisites

Add prerequisites or N/A here as applicable.

## Required Text/Course Materials

* List textbooks here in APA format with an ISBN.

Textbooks can be ordered through Clarke University’s Online Bookstore. You can select from new, used, eBook, and rental options. It is recommended that you order your textbooks 2 to 3 weeks before the term begins. For more information about ordering textbooks, digital textbooks, or the Bookstore Charge Program, please visit the [Online Bookstore](https://clarke.textbookx.com/institutional/index.php).

The Customer Experience Team works year-round with 24/7 support at the beginning of every spring and fall term. Visit [Clarke.TextbookX.com/help](http://clarke.textbookx.com/help#/) to use the dynamic help tool, send an email, or call the help line at 1-855-790-6381.

## Access to Your Course

Course content, assignments, and activities are available online through Moodle, Clarke’s course management system. The following steps will help you access your course:

1. Access the [Moodle login page](https://moodle.clarke.edu/login/index.php).
2. Enter your Clarke username and password. (e.g., username = jane\_doe@clarke.edu).
3. Click on the **Log in** button. After logging in, you will see a list of your current courses. To access a particular class, simply click on the course title.

# Clarke University Mission

Clarke University is a Catholic academic community that believes learning is lifelong and life changing. We inspire intellectual curiosity, cultural engagement, professional preparedness, spiritual exploration, and a commitment to contributing to the common good in a global society.

# BAS Program Outcomes

Students in the Clarke University Bachelor of Applied Studies (BAS) Degree Program in Liberal Studies will be able to:

1. Develop a depth and breadth of integrated knowledge as applied to professional practice.
2. Critically analyze and synthesize information to solve a complex problem in professional practice.
3. Engage in clear, informative and persuasive communication appropriate to professional practice.
4. Recognize and incorporate diverse perspectives for effective professional collaboration.

# Course Goals and Outcomes in Relation to the Mission of Clarke University

## Connection to Clarke Mission Statement

Through consistent engagement in course processes and respectful interaction with course materials and other participants, students will grow and develop in **knowledge**, **values**, and **skills** that are integral to the mission of Clarke University.

The primary goal of this course is to introduce you to <RNL will draft content that describes the primary goal for students in the course. SME will need to review it.>

Through active class participation, you will <RNL will draft content that describes what students will accomplish through active class participation in the course. SME will need to review it.>

## Course Outcomes and Assessments

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| --- | --- | --- | --- |
| BAS PROGRAM OUTCOMES | COURSE OUTCOMES:  *Students will:* | PRODUCT/ PROJECT:  *(for achieving course outcomes)* | PERFORMANCE ASSESSMENT:  *(e.g., rubrics)* |
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# Clarke Compass Outcomes

RNL will delete this section **including the table below and the content below it** (and this note) if the course does not fulfill any Compass outcomes. Compass outcomes that are fulfilled in this course are located in the Course Outline.

Clarke’s Compass helps students navigate their own personal and professional growth, leading toward success in the contemporary world. The student learning outcomes are grounded in a Catholic vision of education, particularly as we express it in the BVM Core Values of freedom, education, charity, and justice. The common good serves as an important unifying theme.

The Compass outcomes integrate the liberal arts, essential academic and professional skills, experiential learning, and major courses of study in order to prepare students for whatever awaits them.

To view the Compass outcomes and which courses align with which Compass outcomes, please see the [Clarke Academic Catalog](https://www.clarke.edu/academics/academic-resources/).

## Course Outcomes and Assessments:

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| BAS PROGRAM OUTCOMES | COURSE OUTCOMES:  *Students will:* | SPECIFIC COMPASS OUTCOMES:  *Students will:* | PRODUCT/ PROJECT:  *(for achieving course outcomes)* | PERFORMANCE ASSESSMENT:  *(e.g., rubrics)* |
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RNL will delete this note and the statements below that are not applicable to the course. This section (and the table above) will also get deleted if this course does not fulfill any Compass outcomes. This information is located in the Course Outline.

This course is designed to partially fulfill the Global Awareness and Social Responsibility outcome of Compass. As a result, in order to receive credit for the Global Awareness and Social Responsibility outcome, students must complete at least five hours of the course-directed community engagement outside the classroom and the graded assignments directly related to the completion of those community engagement hours.

This course is designed to partially fulfill the Communication outcome of Compass. As a result, in order to receive credit for the Communication outcome, students must complete a majority of the required coursework associated with the Communication outcome.

This course is designed to partially fulfill the Thinking outcome of Compass. As a result, in order to receive credit for the Thinking outcome, students must complete a majority of the required coursework associated with the Thinking outcome.

This course is designed to partially fulfill the Spirituality outcome of Compass. As a result, in order to receive credit for the Spirituality outcome, students must complete a majority of the required coursework associated with the Spirituality outcome.

# General Notes About this Course

Add notes about this course or delete this section.

# Statements and Policies

## Late Work and Missed Exams

Insert your policy on late work and missed exams here. Note to Instructors: Students should work with you on any absences or due date extensions. (Medical leaves or incompletes would need to follow the university procedures/policies.) Keep the following in mind when setting your Late Work and Missed Exam Policies: Research shows that students who feel emotionally supported by their teachers are more likely to stay engaged in class and are more likely to accept feedback from them. A sample Late Work and Missed Exam policy is below:

Plan on submitting your work on time. I will immediately review work and provide meaningful feedback within XX hours. Late submissions will be accepted with a penalty. Assignments submitted after the deadline may receive a 10% grade point deduction for each day following the due date and time.

If you don’t want to be penalized, here’s an incentive to reach out to me in a timely manner: If you recognize a due date might be a problem, advocate for your success by following these steps:

1. Identify the problem.
2. Contact me to propose a solution.
3. Let’s talk.

## Other Policies

### Online Course Participation Expectations

Student attendance in online courses is defined as active participation in the course as described in the individual course syllabus. Online courses will, at a minimum, have weekly mechanisms for student participation, which can be documented by any or all of the following methods:

* Completion of tests or quizzes
* Discussion forums
* Submission/completion of assignments
* Communication with the instructor
* Or other course participation

Students are required to log in to each online course by Thursday during the week in which the course officially begins, or the day enrolled during late registration to complete the initial introductory postings required in the course. As a component of attendance, student email, course announcements and discussion forums should be checked frequently (daily is recommended). The student is solely responsible for checking updates related to the course. Note: nonattendance may affect financial aid. If a student fails to meet the attendance requirements, he or she may be recommended for withdrawal from the course. In the case of an anticipated absence, such as military deployment, the student should contact the instructor in advance and make arrangements to complete the required assignments. In case of an emergency (illness/accident or death in family), a student should contact the instructor as soon as possible providing documentation supporting the need for any late submission of a graded event. Instructors are under no obligation to allow students to complete work missed from unexcused absences. Course syllabi may outline attendance policies that result in a penalty that may affect course grades.

Insert other policies here.

## Campus Climate for Diversity, Equity, and Inclusion

Clarke University is committed to fostering a welcoming campus community that celebrates the unique contributions of each person and promotes an inclusive learning environment. To promote our core value of justice for the common good, we strive to respect diversity, practice inclusion, and seek equity. We all benefit from a diverse learning environment and the sharing of differences in ideas, experiences, and beliefs. Dimensions of diversity can include sex, race, age, national origin, ethnicity, gender identity and expression, intellectual and physical ability, sexual orientation, income, socio-economic class, faith and non-faith beliefs, religion, political affiliation, ideology, educational background, linguistic background, family or marital status, military experience, and geographic identity. Clarke University expects students, faculty, and staff to respect the individual intersection of these experiences and characteristics in our community and our classrooms.

Insert a note about this as it pertains to your course. For example: If you ever have a concern about my behavior or that of another student in the class, please feel free to approach me in person, by email, or with an anonymous note under my door so that I can continue to work on creating an inclusive classroom environment.

If you witness or experience an act that undermines these commitments to diversity, equity, and inclusion at Clarke University, you should submit an [incident report](https://www.clarke.edu/campus-life/culture-inclusion/bias-incident-report/) online.

# Clarke University Policies

The following information will help you understand Clarke’s policies on academic integrity and academic credit hour. Please read them as they will help you be successful in this and every course at Clarke.

## Academic Integrity Policy

Clarke University’s mission and Catholic tradition call us to act in ways that foster a more just world. Thus, we recognize academic integrity is fundamental to our work together. As a “caring, learning community committed to academic excellence,” we cannot tolerate academic dishonesty because:

1. A community is built on personal relationships. Any breach of trust disrupts these relationships and weakens our community.
2. When caring individuals recognize value in another’s work or ideas, their choice is to acknowledge and even celebrate it, rather than misrepresenting ownership of the work.
3. Academic excellence depends on a commitment to follow through on our learning. We cannot pretend to be excellent. We must work hard to achieve excellence, and we must assume responsibility to do so.

Students are expected to be aware of and abide by specific principles of academic honesty. Academic integrity specifically prohibits the following forms of academic misconduct:

### Cheating

* Giving or receiving unauthorized assistance (e.g., copying another student's work or using unauthorized notes during an exam; sharing one’s work with another student).
* Consulting another student’s work from previous semesters, or checking homework or test answers from previous semesters.
* Using unauthorized materials, such as hidden notes, tape recorders, cell phones, cameras, text messages, computers and other equipment.

### Plagiarism

* Using another person’s exact language without the use of quotation marks or proper citation.
* Re-arranging another’s ideas or material and presenting them as original work without providing proper citation.
* Submitting another’s work as one’s own; this includes purchasing work from other sources, including the Internet.
* Submitting a translation of someone else’s original words claiming them as one’s own.

### Other Forms of Academic Misconduct

* Submitting a previously graded assignment without the current instructor’s permission.
* Falsifying, fabricating, or distorting information (e.g., providing an erroneous source, taking a test for another student, altering college documents, forging an instructor’s signature).
* Engaging in misrepresentation (e.g., lying to improve one’s grade; turning in another student’s work as one’s own; falsely claiming to have attended an assigned function such as a theatrical performance, a public speech, a job interview, a home visit, etc.).
* Seeking unfair advantage (e.g., requesting an extension by using a falsified excuse, obtaining an exam prior to its administration).
* Denying access to information or material to others (e.g., stealing or defacing print or non-print materials).
* Stealing, abusing, or destroying academic property (e.g., stealing library materials, vandalism of academic property).
* Bribing (e.g., offering materials or services of value to gain academic advantage for oneself or another).
* Engaging in misconduct in research and creative endeavors (e.g., failure to adhere to federal, state, municipal, and university regulations for the protection of human and other subjects).
* Making unauthorized copies of copyrighted material including software and any other non-print media.

Any violation of this policy will be treated as a serious matter. Penalties ranging from failure of the assignment or exam to failure of the course will be enforced. In cases of repeated or flagrant violations, a student may be dismissed from the university. Faculty will report cases of academic dishonesty to the academic affairs office. If applicable, the student life office will be notified as well for additional disciplinary action.

## Academic Credit Hour Policy

Academic credit is awarded based on student achievement resulting from instruction and out-of-class student work. For every credit received in a semester (fifteen weeks or the equivalent), the undergraduate student should expect to participate in at least one hour of direct instruction (face-to-face or online) and to complete a minimum of two additional hours of student work per week. The Federal government requires this minimum standard for instruction and corresponding student work be used in awarding Federal financial aid (34 CFR 600.2).

Example:

* A 16-week three-credit hour undergraduate course would require a minimum of 9 hours of student work (instruction and homework) weekly. Students in the CareerPLUS degree programs can expect a minimum of 18 hours of work per week per course.

All Clarke practicums, clinicals, and field experiences and courses follow the Clarke University, departmental, programmatic, accrediting body, and/or affiliated site’s guidelines and policies as applicable.

# Academic Support Services

Academic support is available in the library for all students by appointment or on a drop-in basis.

* Reference Librarians are available for research consultation and assistance. You can reach them at library@clarke.edu, (563)588-6320, or online at the [Nicholas J. Schrup Library](https://www.clarke.edu/academics/library/) page.
* The MARC (Margaret Mann Academic Resource Center) provides the following resources, and you can find the MARC offices on the 2nd floor, Room 228. You can reach MARC staff at (563)588-8133 or by visiting [The MARC](https://clarke44.sharepoint.com/sites/MARC) page. The MARC offers:
  + Professional staff who support writing across the curriculum, time-management, learning and study strategies, note-taking, and college reading strategies
  + One-on-one work with trained peer coaches for writing, skills, and course content
  + Assistance for students with disabilities requesting accommodations

# Accommodation Services

Any student with ADHD, mental or physical health, mobility, or learning disability may be eligible for reasonable accommodations. To determine eligibility, discuss options, and arrange services, students should contact their instructor and the Disability Services Coordinator (DSC) at their first opportunity. The DSC is located in the MARC on the second floor of the Library. Contact (563)588-8107 or marianne.mauss@clarke.edu.

## Disclaimer: Dates May Change

Scheduled dates in this course may change. This course is subject to revision dependent upon the progress of the class.

# Grading Scale and Standards

## Grade Scale

The following grade scale will be used in this course.

|  |  |  |
| --- | --- | --- |
| Letter Grade | GPA Equivalent | Grading Scale |
| A | 4.00 pts | 94 -100 |
| A- | 3.67 pts | 90 - 93.9 |
| B+ | 3.33 pts | 87 - 89.9 |
| B | 3.00 pts | 84 - 86.9 |
| B- | 2.67 pts | 80 - 83.9 |
| C+ | 2.33 pts | 77 - 79.9 |
| C | 2.00 pts | 74 - 76.9 |
| C- | 1.67 pts | 70 - 73.9 |
| D+ | 1.33 pts | 67 - 69.9 |
| D | 1.00 pts | 64 - 66.9 |
| D- | 0.67 pts | 60 - 63.9 |
| F | 0 pts | 0 - 59.9 |

## Grade Weighting

This course uses the following weights for grades. Add details as necessary to further explain weighting if necessary and delete this note.

|  |  |
| --- | --- |
| Grading Categories | Weighting |
| Add category | X% |
| Add category | X% |
| Add category | X% |
| Add category | X% |
| Add category | X% |

Students should allow up to 1 week after the due date for grades on assignments, quizzes, and exams to be submitted by their instructor. For assignments, quizzes, and exams permitted to be submitted after the due date, grades will be submitted within 1 week of the submission date. Grades for discussions will be submitted within 2 weeks of the due date for peer responses.

## Course Schedule

Any changes in the schedule or assignments will be announced within the course. Please note that although this course is online and asynchronous, it is not designed to be self-paced. Please work through the units using the unit dates outlined below. This maximizes the opportunity to engage with and learn from the instructor and other students.

**Unit** **1: Title**

**Unit Dates:** Monday, <insert date> to Sunday, <insert date>

**Resources Due in this Unit:** Read Chapters X-Y in the textbook; complete all other assigned resources as well.

**Assessments Due in this Unit:**

* Unit 1: Discussion – Introduce Yourself (initial post due by Thursday for census certification)
* Unit 1: Discussion – Title (initial post due by Thursday, reply posts due by Sunday)
* Unit 1: Discussion – Title (initial post due by Thursday, reply posts due by Sunday)
* Unit 1: Assignment – Title (due by Sunday)
* Unit 1: Assignment – Title (due by Sunday)
* Unit 1: Quiz – Title (due by Sunday)

**Unit** **2: Title**

**Unit Dates:** Monday, <insert date> to Sunday, <insert date>

**Resources Due in this Unit:** Read Chapters X-Y in the textbook; complete all other assigned resources as well.

**Assessments Due in this Unit:**

* Unit 2: Discussion – Title (initial post due by Thursday, reply posts due by Sunday)
* Unit 2: Discussion – Title (initial post due by Thursday, reply posts due by Sunday)
* Unit 2: Assignment – Title (due by Sunday)
* Unit 2: Assignment – Title (due by Sunday)
* Unit 2: Quiz – Title (due by Sunday)

**Unit** **3: Title**

**Unit Dates:** Monday, <insert date> to Sunday, <insert date>

**Resources Due in this Unit:** Read Chapters X-Y in the textbook; complete all other assigned resources as well.

**Assessments Due in this Unit:**

* Unit 3: Discussion – Title (initial post due by Thursday, reply posts due by Sunday)
* Unit 3: Discussion – Title (initial post due by Thursday, reply posts due by Sunday)
* Unit 3: Assignment – Title (due by Sunday)
* Unit 3: Assignment – Title (due by Sunday)
* Unit 3: Quiz – Title (due by Sunday)

**Unit** **4: Title**

**Unit Dates:** Monday, <insert date> to Sunday, <insert date>

**Resources Due in this Unit:** Read Chapters X-Y in the textbook; complete all other assigned resources as well.

**Assessments Due in this Unit:**

* Unit 4: Discussion – Title (initial post due by Thursday, reply posts due by Sunday)
* Unit 4: Discussion – Title (initial post due by Thursday, reply posts due by Sunday)
* Unit 4: Assignment – Title (due by Sunday)
* Unit 4: Assignment – Title (due by Sunday)
* Unit 4: Quiz – Title (due by Sunday)

**Unit** **5: Title**

**Unit Dates:** Monday, <insert date> to Sunday, <insert date>

**Resources Due in this Unit:** Read Chapters X-Y in the textbook; complete all other assigned resources as well.

**Assessments Due in this Unit:**

* Unit 5: Discussion – Title (initial post due by Thursday, reply posts due by Sunday)
* Unit 5: Discussion – Title (initial post due by Thursday, reply posts due by Sunday)
* Unit 5: Assignment – Title (due by Sunday)
* Unit 5: Assignment – Title (due by Sunday)
* Unit 5: Quiz – Title (due by Sunday)

**Unit** **6: Title**

**Unit Dates:** Monday, <insert date> to Sunday, <insert date>

**Resources Due in this Unit:** Read Chapters X-Y in the textbook; complete all other assigned resources as well.

**Assessments Due in this Unit:**

* Unit 6: Discussion – Title (initial post due by Thursday, reply posts due by Sunday)
* Unit 6: Discussion – Title (initial post due by Thursday, reply posts due by Sunday)
* Unit 6: Assignment – Title (due by Sunday)
* Unit 6: Assignment – Title (due by Sunday)
* Unit 6: Quiz – Title (due by Sunday)

**Unit** **7: Title**

**Unit Dates:** Monday, <insert date> to Sunday, <insert date>

**Resources Due in this Unit:** Read Chapters X-Y in the textbook; complete all other assigned resources as well.

**Assessments Due in this Unit:**

* Unit 7: Discussion – Title (initial post due by Thursday, reply posts due by Sunday)
* Unit 7: Discussion – Title (initial post due by Thursday, reply posts due by Sunday)
* Unit 7: Assignment – Title (due by Sunday)
* Unit 7: Assignment – Title (due by Sunday)
* Unit 7: Quiz – Title (due by Sunday)