About the Course

Course Title Add the course title

Time and Location For in-person courses: Add time and location

For online/blended courses: if the course includes synchronous meetings, provide logistical details (date, time, link or indicate that Zoom meetings are scheduled in myCourses) and other relevant information.

Class Mode In-Person / Online / Blended / Online Flex / Full Flex Option (if applicable)

Online Material myCourses and/or other online location where your content will reside

Pre-/Co-Requisite(s) Include any pre- or co-requisite courses found in the course proposal form.

About the Instructor

Instructor Add your name and title

Contact Information Office location, phone number, email

Contact Policy Office hours and preferred mode of communication

 Information on scheduling personal appointments

Communications How and when you will communicate with students: e.g., email

 Use of Starfish system for alerts and kudos

 Use of myCourses News feature to push out messages to the whole class, etc.

Course Overview

An overview of the course, highlighting the new skills students will acquire and how the course will contribute to students’ professional objectives. You may want to include:

* What the course focuses on
* How it fits into the program structure
* Course objectives/goals
* How the course fits sequentially with other program courses)
* Studio/Laboratory component
* New skills/abilities students will gain
* How these skills are relevant to the program, degree, and/or discipline

Course Learning Outcomes

These can come from the official course outline or those that you have adapted into learner-centered language.

Teaching Philosophy

Your teaching philosophy or teaching approach, including any special teaching methods or strategies you employ in the course (problem-based learning, case studies, etc.).

Audience

A sentence or two on who this course is meant for is helpful for students to understand if they are in the right course for them.

Course Topics

Provide a brief outline of the topics covered in the course.

### Topic 1:

* Sub-topic 1
* Sub-topic 2

### Topic 2:

* Sub-topic 1
* Sub-topic 2

### Topic 3:

* Sub-topic 1

### Topic 4:

* Sub-topic 1
* Sub-topic 2

### Topic 5:

* Sub-topic 1
* Sub-topic 2

Course Materials

|  |  |
| --- | --- |
| Required Texts and Resources | Title, author, edition, ISBN; include where/how to purchase, especially if Coursepacks from bookstore.Online Resource Title and URL: |
| Suggested Texts and Resources | Title, author, edition, ISBN; include where/how to purchase, especially if Coursepacks from bookstore.Online Resource Title and URL: |
| Other Recommended Resources |  |
| Media Technology | Streaming video, DVDs, etc. |
| Online Resources  | For example, myCourses, RIT Wiki, iClickers, etc., and where students get help. Also include other technologies that students will need to be successful in your course, such as tools for communication or collaboration (Zoom, Slack, etc.). Provide instructions on how to use the tool, or point students to online resources. |
| Required Software | Such as Adobe Creative Cloud, Microsoft Project, Microsoft Visio, and discipline-specific software. Include how to acquire them (purchase, trial version, computer labs on campus, etc.) |

***Optional:*** *Explain your rationale for choosing particular texts and resources focusing on how they address the learning objectives. This signals to students that you have designed your course with intention and care.*

**ITS Service Desk**

The ITS Service Desk is your point of contact for your RIT Computer Account, network, or technology-related issues. The Service Desk can:

* Troubleshoot your technology issues
* Create a [work request](https://help.rit.edu/) ticket and connect you with ITS specialists

When you contact the ITS Service Desk by phone, e-mail, or in-person we create a **ticket** and share it with you. Your ticket allows you to track progress on your issue, communicate with us quickly, and refer back to the solution if you encounter the problem again. You can also leave us feedback on how we handled your problem.

* Phone Support: (585) 475-4357
* Web Form: [help.rit.edu](https://help.rit.edu/)
* In Person: [Frank E. Gannett Hall, Room 1113](https://maps.rit.edu/?zoom=18&lat=43.08521000000001&lng=-77.67587999999998&open=m-187&q=its%20service%20desk&start=0&rows=10)

**Course Schedule**

Provide a plan for the weekly activities. This would include information on if you plan to have certain days of the week to be discussions or studios or group work activities. For example, Mondays would be lecture and discussions; Wednesdays would be studio work or field study.

Option: Organize the activities in this table.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Week | Date | Topic/Activity | Readings/Discussions | Assignments Due |
| 1 | Start date |  |  |  |
| 2 |  |  |  |  |
| 3 |  |  |  |  |
| 4 |  |  |  |  |
| 5 |  |  |  |  |
| 6 |  |  |  |  |
| 7 |  |  |  |  |
| 8 |  |  |  |  |
| 9 |  |  |  |  |
| 10 |  |  |  |  |
| 11 |  |  |  |  |
| 12 |  |  |  |  |
| 13 |  |  |  |  |
| 14 |  |  |  |  |
| 15 |  |  |  |  |

*Note any breaks, holidays or planned absences (such as for conferences) during the semester.*

# Grading | Evaluation

## Components of Evaluation

List all the components that the student would be graded on and where these assessments will be conducted (in the classroom, online, etc.). These may include:

* class participation
* team/group participation
* assignments
* final project
* online discussions
* studio/lab activity
* presentations
* guest lectures, and so on.

Example: *Your overall evaluation is based on the following components: class participation, one individual assignment, one group case analysis (paper and presentation), and one group project
(plan and presentation).*

Based on the components defined in the above section, you can provide a numerical weight to the course activities. You can provide this information in this table.

|  |  |
| --- | --- |
| Class and Group Participation  | % |
| Online Discussions | % |
| Assignments | % |
| Team / Group Project | % |
| Poster Session | % |
| Group Assignments | % |
| Final Presentation | % |
| Total  | 100% |

## Grade Scale *(The following scale is provided as an example.)*

RIT’s Grading Policy can be found here: <https://www.rit.edu/academicaffairs/policiesmanual/d050>

The following scale is **provided only as an example.**  Confirm that the scale you use is consistent with your course and/or department’s standard practices.

Based on the 100% total listed above, letter grades will be assigned as follows:

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **A** | >= 94% | **A-** | 93.9 – 90% | **B+** | 89.9 – 87% | **B** | 86.9 – 84% | **B-** | 83.9 – 80% |
| **C+** | 79.9 – 77% | **C** | 76.9 – 74% | **C-** | 73.9 – 70% | **D** | 69.9 – 60% | **F** | below 60% |

## Late Work

## Provide your policy on late work. It may be that none will be accepted.

## Extra Credit

Provide your policy on extra credit. It may be that none will be accepted.

# Expectations

## Submitting Assignments

Clearly articulate your expectations, such as:

* “You will need to use myCourses to post assignments.”
* Class participation policy
* Homework policy
* Online components (discussions, team/group work, etc.)
* Exams/quizzes (especially if proctored!)
* Email / Communication policy (expectations of students)

## *Example: Today’s society has become very lax with communication. In an attempt to prepare you for the real world, I will not respond to emails that are written in a form that I cannot decipher or that come from unknown email addresses. Email messages that more closely resemble text messages to your BFF than an email to your professor will not be answered. Make your grandma proud and write a proper letter!*

## *Emails to professors, staff, your potential employers, etc. should always include the following:*

## *To line – to whom are you writing? Address them professionally!  Dr., Prof., etc.  If you do not know, Mr. or Ms. is acceptable, but in college courses, Professor is more appropriate.*

## *Class reference – of which class are you inquiring? Many of your professors teach more than one class! For a job?  What is the job title?*

## *Your question(s), statement(s), etc. – written in comprehensible English, please!*

## *Your name – your professors, and others, would like to reply to you in a similar professional manner. Do NOT assume that the RIT email system will tell us who you are – it will not always. YOU tell us who YOU are!*

## *Recommend students add an email signature to their RIT email client which is automatically added to all outgoing emails. At a minimum an email signature should contain the students full name, College, Department, and Major, along with any other contact information that the student feels comfortable sharing (e.g. cell phone number).*

## *Recommend students check that their email profile contains their full name.*

## Time Commitment

Example: *Since this is a 4-credit hour course, you should plan to spend 4 hours per week online and an additional 8 to 12 hours on readings, research, discussions, assignments, etc. The rule-of-thumb is 2 to 3 hours per week outside the “classroom” for every credit hour per week in the classroom. If you do the math, it adds to 12–16 hours per week, total.*

## Writing Standards

Example: *Written work should adhere to Standard American English. Please proof your papers and
e-mail messages before submitting them. I will grade for content, completeness, organization, spelling, grammar, and punctuation, as well as demonstration of knowledge gained in the course and your ability to apply it.*

## What Students Can Expect

Clearly articulate what the students can expect of you, such as these examples:

* **Grades will be posted on myCourses within 2 weeks of artifact submission**, unless otherwise noted in the assignment. This is in accordance with the RIT Policy D05.0 Grades which states in part, “*Faculty members must provide feedback for all submitted work within two weeks of the submission deadline. Posting grades to RIT's Electronic Course Management System is required. The two-week posting requirement is waived in the case of deadline extensions, late submission of work, any extraneous circumstances, or when explicitly stated in the evaluation criteria.*” (<https://www.rit.edu/academicaffairs/policiesmanual/d050>).
* **Office hours will be held virtually for the Fall 2020 semester**. Posting of office hours and the location can be found on myCourses and will be updated as needed. If those times do not work for you, you may always request an appointment via email.
* **Email / Communication policy**:

***Example:*** *For this class, I will respond to your email within 24 hours Monday through Friday. If you
do not hear from me in that time frame, please resend your email, as things do get lost. Over the weekend, do not expect an immediate response. Now, it is quite likely that you will receive your response in less than 24 hours, but I do not guarantee it.*

## General Course Policies

## Provide the rules or guidelines for student conduct in class for a comfortable learning environment for everyone. The following information regarding COVID-19 has been provided for you to include.

**COVID-19**

***Example:*** *We are all aware of the unique circumstances of this fall semester resulting from the worldwide
COVID-19 SARS-2 pandemic. RIT has consulted federal, state, and local guidelines and policies to implement a safe, yet educational environment for students, faculty and staff. These guidelines,
located at* [*https://www.rit.edu/ready/*](https://www.rit.edu/ready/) *are routinely updated as conditions change.*

*What do these mean for this class? When we meet in person everyone will wear a mask that covers
their mouth and nose at all times and have freshly washed or sanitized hands. In class students will sit
in assigned seats in the locations designated by faculty. We will not congregate in hallways, bathrooms
or classrooms prior to or after class. Any presence of fever or other COVID-19 symptoms will be reported on the RIT Daily Health Screen Monitoring* [*https://www.rit.edu/news/rit-launches-daily-health-screen-monitoring-covid-19-symptoms*](https://www.rit.edu/news/rit-launches-daily-health-screen-monitoring-covid-19-symptoms)*.*

*When we meet via our synchronous Zoom sessions you will promptly log into the session, participate as
if you were in class, (i.e., no watching a favorite movie during class or eating/cooking dinner!) with video on at all times and audio available-muting as needed.*

*We will talk in class about these guidelines and make sure we all are comfortable with what is happening during class. I encourage your communication about any special needs or concerns. Together we will learn in a safe and productive format!*

**RIT COVID-19 Safety Plan**

RIT is committed to the safety of the RIT community and beyond. Because the situation is still in a rapid state of change, checking the RIT Ready website, and specifically the RIT Safety Plan for the most up to date information is recommended: <https://www.rit.edu/ready/rit-safety-plan>

**Personal Protective Equipment (PPE) in the academic spaces**

Given our current environment, outlining the PPE policy and requirements of RIT in every syllabus is highly recommended.

***Example:*** *RIT Policy for the Fall 2020 semester includes the use of Personal Protective Equipment (PPE). The RIT Safety Plan reads, in part: “Appropriate face masks must be worn by students at all times when in classrooms, labs, and lecture halls, regardless of whether physical distancing can be maintained. Situations in which respiratory output is greater than normal (e.g., performing arts, athletic activities) but where a face mask impedes the activity, a minimum physical distance of ten (10) feet shall be implemented. Food and drink are not permitted in classrooms, labs, and lecture halls.”*

**RIT’s Policy on Space Occupancy**

All academic and office spaces shall be limited to no more than 50% of maximum occupancy. All meetings (e.g., academic advising, faculty office hours, etc.) must conform to the physical distancing
and face mask guidelines of this Safety Plan.

**RIT’s Policy on Contact Tracing in Classrooms**

The Location Check-in (scanning the classroom QR code) ensures RIT is able to provide contact tracing data requested by the Monroe County Department of Health, and the State of New York. You are required to scan the QR code with your phone, or to register via the website, prior to the start of class. You will be asked to leave the classroom if you do not complete the location check-in. Repeated failure to complete the check-in may result in a referral to the COVID Violation Reporting process including possible Student Conduct or Human Resources action.

**COVID Violation Reporting and Accountability Process**

The RIT Portal will be used to report any violations of RIT protocols including inappropriate use of face coverings, concerns about physical distancing, and noncompliance with quarantine requirements.

* Reports about faculty and staff are handled by HR.
* Reports about students are handled by Student Affairs.
* Reports about facilities are handled by Environment Health and Safety.
* All issues are expedited to ensure quick action.
* Reports are not anonymous.
* Anonymous complaints can always be made through [RIT’s Compliance and Ethics](https://www.rit.edu/fa/compliance/)

## Academic Integrity Statement

Your syllabus must reference the *RIT Honor Code* and with *RIT’s Academic Honesty Policy* in an Academic Integrity Statement.

Example: *As an institution of higher learning, RIT expects students to behave honestly and ethically
at all times, especially when submitting work for evaluation in conjunction with any course or degree requirement. The School of [NAME] encourages all students to become familiar with the RIT Honor Code and with RIT’s Academic Honesty Policy.*

## Statement on Reasonable Accommodations

The Statement on Reasonable Accommodations **is required** in your syllabus.

*The required text is below:*

## RIT is committed to providing academic adjustments to students with disabilities. If you would like to request academic adjustments such as testing modifications due to a disability, please contact the Disability Services Office (DSO). Contact information for the DSO and information about how to request adjustments can be found at <https://www.rit.edu/disabilityservices/>. After you receive academic adjustment approval, it is imperative that you see me during office hours so that we can work out whatever arrangement is necessary.

**Course Copyright Policy**

All course materials students receive or to which students have online access are protected by copyright laws. Students may use course materials and make copies for their own use as needed, but unauthorized distribution and/or uploading of materials without the instructor’s express permission is strictly prohibited. [RIT Policy C03.2 Copyright Policy](https://www.rit.edu/academicaffairs/policiesmanual/c032) addresses this issue. For example, uploading completed labs, homework, or other assignments to any study site constitutes a violation of this policy. Students who engage in the unauthorized distribution of copyrighted materials may be held in violation of the University’s Code of Conduct, and/or liable under Federal and State laws.

**Starfish**

In undergraduate courses, you should include a statement about Starfish.

***Example:*** *This course participates in the RIT Starfish academic alert system, which is designed to promote student success through communication between students, instructors, and advisors. I will send a whole-class status update to all students before the semester midpoint. When I am concerned about an individual student’s academic performance, I may raise an academic alert to notify the student as well as their advisor(s). On the other hand, when a student is doing well, I may send a “kudos” message. If you receive an academic alert email, it is your responsibility to contact me as soon as possible to discuss the issue, its potential impact on your success in the course, and identify people and resources to help you move forward. For more information about the Starfish system, visit* [*http://www.rit.edu/starfish*](http://www.rit.edu/starfish)*.*

**Title IX**

Your syllabus **must reference Title IX.**

***Example:*** *Title IX violations are taken very seriously at RIT. RIT is committed to investigate complaints of sexual discrimination, sexual harassment, sexual assault and other sexual misconduct to ensure that appropriate action is taken to stop the behavior, prevent its recurrence, and remedy its effects. Please view the* [*Title IX Rights and Resources at RIT*](https://www.rit.edu/fa/compliance/content/title-ix)*; you can find additional syllabus language that you can modify as need on its Syllabus Language subpage.*

**Policies Specific to this Course**

**Course Modality**

How will the course be delivered, where can students find the course materials in or out of the classroom, etc. This should include your course designation (in person, online, AB synchronous, Flex, etc.).

**The “Flex” Option(s):**

If you choose to “Flex”, Include specific information about your expectations and requirements:

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Flex Option** | **Attend in-person classes?** | **Internet access needed?** | **All course requirements completed online** | **Elected how?** |
| **Online Flex** | Never | Required | Required | Contact your instructor by August 19 |
| **Full Flex** | Never, or as able | Required | When not in-person | Contact your instructor as soon as change is desired |

***Example:*** *In efforts to support you in your learning during these challenging times, I am offering this course with both the Online Flex and Full Flex options. This means that you can choose to complete all course requirements online either for the entire semester (Online Flex) or as needed throughout the semester (Full Flex). Both of these options are available in this course, but in order to elect either of these options, you MUST communicate with me. If you have not identified as selecting the Online Flex or Full Flex option, and then are not present in my in-person class, this will count against your participation and completion of course expectations. Before not coming to your assigned in-person class – set up a meeting with me and let’s get things figured out! My most up to date contact information, including current office hour Zoom links, can be found on the front of our myCourses page.*

* ***Online Flex:*** *The Online Flex option in this course allows you, the student, the flexibility to participate in this course synchronously or asynchronously online. While this course is listed
as having at least some in-person component, you will be able to meet all of the course requirements online, including all participation, assignments, and exams. This is not a fully online course design, but rather an option for you to elect to not be in the physical classroom space if that is better for you.
To elect the Online Flex option, contact me immediately. We will set up a meeting to discuss your shift to the Flex option, and I will explain my expectations for how you will complete all of the course requirements online, and I will tell you how I will support you in that completion (e.g. where to find recorded class sessions, assignments to be completed, due dates, etc.). Selecting this option means that I will never see you in the classroom, but let’s make sure that we are connecting online frequently to keep you on track to success in the course. By electing this option, you confirm that you have consistent, reliable internet access that will support you being online and streaming video daily.*
* ***Full Flex:*** *The Full Flex option in this course allows you, the student, the flexibility to participate in my course face-to-face, asynchronously online, or some combination of both throughout the semester. If you are unable to attend your assigned in-person section of this course, for any reason – at any time, please contact me immediately. We will set up a meeting to discuss your shift to the Flex option, and I will explain my expectations for how you will complete all of the course requirements online, and I will tell you how I will support you in that completion (e.g. where to find recorded class sessions, assignments to be completed, due dates, etc.) The difference between Full Flex and Online Flex is that in this Full Flex option, you may choose to come back to your assigned in-person session at any time – just let me know! By electing this option, you confirm that you have consistent, reliable internet access that will support you being online and streaming video daily.*
* **Expectations for students choosing Online Flex and/or Full Flex:**
* Students will notify the instructor that they wish to pursue the Flex option, and if applicable
which Flex option (Online or Full).
* CAD Tech will not be providing hardware/software to students who “Flex.”
* Students must be willing and able to abide by the instructor’s requirements for remote
participation, and agree that their technology access will not limit their ability to satisfy course
expectations. The instructor requirements will be detailed in the course syllabus.
* Students will engage with all course materials and activities as outlined in the Flex expectations
by their faculty member.
* Students will assume the added responsibility associated with remote participation in the course (e.g. internet access).

**Class Meeting Schedule**

What days/times will the class meet synchronously and where (classroom vs. online)? If applicable include AB or Blended schedule.

**Technology in the Classroom**

For example, cell phone ringers, use of laptops/tablets to take notes, etc.

**Class participation in the learning space (in-person, online, etc.)**

When students are engaging with the course materials and those associated with the course (faculty, students, teaching assistants, etc.) what are the expectations for them to meet the participation / attendance goals and expectations? (e.g. participation in the discussion, completion of response posts, engaging with their group in-person or online, completing check list items in myCourses, etc.).

**Group work in the learning space (in-person, online, etc.)**

In-person classes have strict guidelines on group work for the Fall 2020 semester. RIT Policy states that all individuals must remain 6 feet apart at all times wearing appropriate Personal Protective Equipment (PPE; personal mask, disposable mask, surgical mask or non-flammable face mask). In reference to group work in classrooms, The **RIT General Guidelines for Facility Reopening & Operation in the time of COVID-19, Appendix E** states in part: “Decreased physical distancing is temporarily permitted when required for essential or instructional purposes, for less than 10 minutes. No more than 2 students plus instructor or interpreter within 6 feet, at all times. Student groups of 3 or more within 6 feet are prohibited. Individuals should be informed of and agree to the increased risk and have the opportunity to wear additional PPE, such as a face shield.”

Because of the limitations on group work in the in-person classrooms, you may wish to include a statement about the use of technology for group work in that space, if it is applicable to your class.

***Example:*** *Group work in this course is designed for the use of electronic devices to support your learning, given the social distancing in the space. I encourage you to bring your laptops, tablets, or smart phones with you to class as they may be useful to you in your navigation of group work in this space. Please remember, using personal electronic devices in the classroom can also be a distraction for you and for other students. Please silence notifications on all devices so that your work is not interrupted. Because of the arrangement of the space, others, including myself, will have an unobstructed view of your computer screen, which may be difficult to ignore. Please be respectful and do not use your devices for non-class related tasks, such as checking your Instagram page, doing homework for another course, or catching up on your email. I will ask that you minimize your laptop use during whole-class discussions.*

If your course requires group work / group interaction online, include your expectations for that work / interaction. How will the students group up? What is the goal of the group work session? How will the group’s report out to you on their work in the session?

**Attendance in the learning space (in-person, online, etc.)**

RIT does not have a requirement for attendance in courses, however, it is reasonable for faculty to describe how attendance in class (either in person or remotely; synchronously or asynchronously) is critical for success in the courses. (<https://www.rit.edu/academicaffairs/policiesmanual/d040>).

Faculty should think about the following and include their guidance for their classes:

***Example:*** *I expect that students in my course will engage with the modality of my course as outlined, barring any unforeseen issues such as illness, quarantine, etc. Attending and engaging in class time with me and your peers is important for your learning the materials. In this class, attendance expectations can be met by attending in-person sessions, attending in person session synchronously via Zoom, attending my Zoom office hours, and others to be defined as needed throughout the semester. If you have questions about your attendance and participation in this course, please contact me.*

**Internet Connection (Required)**

For this course, a reliable and consistent internet connection is required.

All students, faculty, and staff are responsible for familiarizing themselves with the RIT [Computer Policy](https://www.rit.edu/academicaffairs/policiesmanual/c082-code-conduct-computer-use).

***Example:*** *For this course, at least some learning materials will be provided in myCourses and/or other online platforms. By this, your access to a strong internet connection regularly is imperative to your success. Access to a reliable Internet connection is required for this course. A problem with your Internet access may not be used as an excuse for late, missing, or incomplete coursework. If you experience problems with your Internet connection while working on this course, it is your responsibility to find an alternative Internet access point, such as a public library or Wi-Fi ® hotspot.*

**Netiquette**

Netiquette—or network etiquette—is the socially and professionally acceptable way to communicate
on the Internet. In online spaces (either fully or blended), explicitly stating your expectations for student behavior in that space is very important.

***Example:*** *Please abide by these guidelines of "netiquette" when using online communication tools
with your classmates and instructor:*

* *Identify yourself. Begin messages with a greeting and close with your name.*
* *Avoid sarcasm. It can be misinterpreted and cause hurt feelings.*
* *Keep the dialog collegial and professional. Some discussion topics may be controversial.*
* *Do not flame - These are outbursts of extreme emotion or opinion.*
* *Think twice before you submit a response. You cannot edit or delete your posts once
they have been submitted.*
* *Do not use offensive language or profanity.*
* *Use clear subject lines for your posts.*
* *Do not use all caps. It is the online equivalent of YELLING!*
* *Avoid using abbreviations or acronyms - like FDA, CDC, etc. - unless you are confident
the entire class knows them.*
* *Use emoticons (*[*https://en.wikipedia.org/wiki/List\_of\_emoticons*](https://en.wikipedia.org/wiki/List_of_emoticons)*) to clarify your emotions.
They add context to your words that cannot be seen otherwise. :)*
* *Be forgiving. Anyone can make a mistake.*

*I reserve the right to remove any post that does not abide by these guidelines. Please refer to the
RIT Student Code of Conduct for a full list of student conduct expectations. (*[*https://www.rit.edu/academicaffairs/policiesmanual/d180*](https://www.rit.edu/academicaffairs/policiesmanual/d180)*)*

**Online discussion protocols**

Your expectations and etiquette policies for online discussions.

**Online Safety**

RIT is committed to educational access for all. Our students come from all walks of life and have diverse life experiences. As with any other online community, the lack of physical interaction in an online classroom can create a false sense of anonymity and security. While one can make new friends online, digital relationships can also be misleading. Good judgment and decision making are critical when choosing to disclose personal information with others whom you do not know, which will likely include individuals within our class for you.

**Zoom Classroom Space Security and Etiquette**

For this course, you will be meeting in Zoom rooms on a regular basis both for class and for office hours, etc. This is a reminder that the link that you will be provided for such sessions is password protected and will only allow access by RIT-approved computer users. This information should not be shared beyond our class in any way. Doing so compromises the privacy, safety, and security of the students and staff
in this course, and a breach of such will be treated as a violation of [RIT Computer Use Policy](https://www.rit.edu/academicaffairs/policiesmanual/c082-code-conduct-computer-use) and the
[RIT Copyright Policy](https://www.rit.edu/academicaffairs/policiesmanual/c032).

If you plan to use Zoom for group meetings, synchronous class sessions, office hours, etc. it is highly recommended that you include a Zoom Etiquette policy on your syllabus.

***Example:***

* *For each class session, you should do your best to simultaneously have open Zoom and myCourses (split screen on your computer or using multiple devices). We will often reference materials on myCourses and having them readily available will help your workflow.*
* *Try to log online to our class meeting from a quiet, distraction-free environment. We have little time together; let’s try to maximize it! Headphones will be a necessity in the library, your apartment with loud roommates, etc.*
* *Keep your audio on mute until you want to speak. We must work together to limit background noise.*
* *Enable video so that we can see you. You might need to disable video if you need to minimize the activity on your internet connection. If you do not feel comfortable sharing your image on Video, please turn it off. But I will ask to see all of you at some point during our time together. I do not care what your hair looks like or if there is a pile of dishes in your sink! I am interested in seeing you!*
* ***Video Note:*** *Videos will be recorded and your image will be visible in that recording. These recordings will be stored in the secure Zoom Cloud by your instructor and may be accessible
to RIT-affiliated users outside of your class. As a student, you are* ***not permitted*** *to store or distribute recordings or images of these sessions* ***in any way*** *without the explicit permission
of your instructor.*
* *On the bottom of the Zoom window, click on “Participants” and “Chat.” Two pop-up windows
will open on the right side of your screen.*
* *When you want to speak, use the “Raise Hand” feature (on the bottom left of the Participants window). Be sure to unmute yourself to talk when called on.*
* *Use the Chat box to make a point or ask a question. Remember that Chat is public, and may be recorded, and archived. All private chats can be seen by the host of the meeting (private is private from the group session, but is saved in the chat log accessible by the host).*
* *Have a plan for taking notes (paper and pencil, digital notepad, Word/Pages doc). I will post recordings of our class sessions (online or in person) on myCourses, but you should also try to capture your thoughts and questions in the moment. I will not post zoom recordings of office hours.*

**Changes to the Syllabus**

* ***Example:*** *I have provided this syllabus as guide to our course and have made every attempt to provide an accurate overview of the course. However, as instructor, I reserve the right to modify this document during the semester, if necessary, to ensure that we achieve course learning objectives. You will receive advance notice of any changes to the syllabus through myCourses/email.*

**Continuity of Learning (Course-level)**

Explain how learning in your class will continue if you are for some reason unable to lead the course for the short-term, or for a prolonged period.

* ***Example:*** *In the event that there is a disruption in our learning, I will communicate all changes to you as quickly as possible. If a personal interruption removes me from the in-person or online classroom space, you will be informed of this directly via email and on myCourses. In this communication, any changes in the learning structure will be carefully outlined, as will all necessary steps moving forward, for you and for me. Communication is key, and it will be important for you to check your RIT email and myCourses regularly this semester so that you are always “in the know”.*

**Continuity of Learning (Student-level)**

Explain how students will continue to engage with your course if for some reason they are unable to attend in-person and/or online components of the course for the short-term, or for a prolonged period.

The RIT Safety Plan includes a section specifically for students, including accommodations, travel, health, etc. <https://www.rit.edu/ready/rit-safety-plan#for-students>. This site will be updated as needed to provide important information regarding your requirements for being on campus and staying healthy.

* ***Example:*** *In the event that there is a disruption in your ability to learn with us, communication is key.*

*The faster you can communicate these disruptions with me, the easier it is to keep you on a successful path in this course. If your absence from class is due to personal illness, please contact the Disability Services Office (https://www.rit.edu/disabilityservices/) as soon as possible. You may also reach out to your Academic Advisor who can assist you in making all of the necessary contacts with DSO, your instructors, etc.*

**Changes to the University Calendar**

* ***Example:*** *In the event that there is a significant change to the University calendar, this syllabus will be modified to meet those changes, if necessary. Modifications will be shared immediately with our class via myCourses and communications directly from me.*

**College or department/school-level policies**

As needed / required for your course. These may include things like:

* How is shared equipment cleaned not only in between classes, but during class?
* Guidance that you can give students for using shared computers, screens, tools, etc.
in a class period (expectations for wearing of gloves, surface sanitization, etc.)
* Some departments have plagiarism tracking policies. Those should be included here as well.

**Other Elements**

**Diversity, Inclusion, and Respect**

RIT has put forth [Policy P05.0 Diversity Statement](https://www.rit.edu/academicaffairs/policiesmanual/p050) for all community member. RIT through its policies and practices is responsible for building an inclusive environment where membership in the community allows for faculty, staff and students to reach their fullest potential, both professionally and personally. RIT is committed to the development, administration and interpretation of policies and procedures in a way that is consistent with our commitment to diversity and is in compliance with federal, state and local laws. RIT’s policies and procedures are administered in a way that supports fair treatment for all faculty, staff, students, and the RIT community at large.

**Counseling and Psychological Services**

Many students at RIT face personal challenges or have psychological needs that may interfere with
their academic progress, social development, or emotional wellbeing. The university offers a variety of confidential services to help you through difficult times, including individual and group counseling, crisis intervention, consultations, online chats, and mental health screenings. These services are provided by staff who welcome all students and embrace a philosophy respectful of clients’ cultural and religious backgrounds, and sensitive to differences in race, ability, gender identity and sexual orientation.

Located on the second floor of the August Center building (above the Student Health Center), Counseling and Psychological Services provides confidential and personalized services to meet the mental health needs of currently enrolled, undergraduate and graduate students on the Henrietta campus.

Our mission is to enhance the RIT student potential for learning and success and to promote the emotional health and well-being of the campus community through:

1. Providing responsive, empirically-based, and culturally competent mental health services
that include:
* Short-term individual psychotherapy
* Group counseling and psychotherapy
* Urgent Care crisis intervention
* Assessment and evaluation
* Psychiatric services
1. Providing graduate clinical training in counseling, psychotherapy and college mental health
2. Providing campus-wide consultation and education

**Campus Location:** 2100 August Center, second floor

(Currently, all appointments are conducted via phone or Zoom)

**Phone:** During Business Hours: 585-475-2261

After Business Hours, Weekends/Holidays: 855-436-1245

**Fax:** 585-475-6548

**Email:** caps@rit.edu

**Note: Do not use e-mail in an emergency situation**, since you cannot
be assured that a counselor will open it at your time of need.

**Emergency Contacts:** For urgent matters during business hours, contact Counseling and
Psychological Services at 585-475-2261.

For urgent matters that cannot wait for business hours, call 1-855-436-1245
to speak with a mental health provider or call Public Safety at 585-475-3333.

**National Suicide
Hotline:** 1 800 273-8255

**Crisis Text Line:** Text HOME to 741741

**Resources**

Inform students about resources that may help them succeed in the class, such as the Student Writing Center, online tutorials, or open computer labs.

***Example:*** *Everyone in the RIT Community is dedicated to your success. With this, you need to avail yourself of help when you need it! I am, and all of your faculty are, your first stop. What can we do to help you in the course, or with navigating RIT? Your Academic Advisor should be on speed dial! They are an amazing wealth of information for you and can help you with everything professional, personally, and beyond!*

*In some cases, you already know that you need very specific help. Have trouble with time management, note taking in class, just getting your academic self together? Check out all of the resources the RIT Academic Success Center has to offer! https://www.rit.edu/studentaffairs/asc/ From workshops to individual coaching, they have only your success in mind.*

*Have a paper that you just can’t wrap your head around ... or can’t even get started? The University Writing Program is here to help you! https://www.rit.edu/academicaffairs/writing/. Schedule an appointment for a consultation, or peruse all of their online tutorials for writing (*[*https://www.rit.edu/academicaffairs/writing/online-writing-commons-0*](https://www.rit.edu/academicaffairs/writing/online-writing-commons-0)*), just do not let writers block keep you from succeeding! Have a presentation to give 4 weeks from now and you already have stage fright?!*

*Check out the Tips for Developing an Effective Presentation (https://www.rit.edu/studentaffairs/atc/tips-develops-effective-presentation) to get started. Have your presentation together and now you just need to building your presenting courage? Make an appointment with the Expressive Communication Center (https://library.rit.edu/expressive-communication-center), or in their space in Wallace Library (Room 2550) for getting it all together. Hey – and while you are in Wallace Library – your friendly librarian can help you find good resources for that presentation (not just google and Wikipedia!). Each College has a librarian who would love to meet you and talk about what you need to succeed (*[*https://library.rit.edu/staff*](https://library.rit.edu/staff)*). These are just come of the places on campus that are ready and willing to help you any time. The RIT Student Life website includes descriptions of all of the departments on campus available to help you (https://www.rit.edu/studentlife/departments). If you still need more resources … ask me or your Academic Advisor and we will help you pinpoint that resource. Of course, asking more than two hours before you need to submit your assignment is always preferred!*

**Concluding Statement**

You may want to end your syllabus with a personal note.

***Example:*** *Most importantly, please be assured that I want students to learn and to receive the good grades they deserve. So please make an appointment with me should you have undue difficulty with
your work in the course.*