Salisbury
UNIVERSITY

[Insert Academic Unit Name]
[Insert name, number, and section information for course]
[Insert Semester & Year, Days/Times the Course Meets]
[Insert modality of course – in-person, hybrid, online or remote]

INSTRUCTOR INFORMATION

Name: [Insert Name]
Email: [Insert Email]
Phone: [Insert Phone]
Office: [Insert Office Location]

Communication Policy:

[Insert how long it will take you to respond to emails M-F and weekends, and what your preferred method of contact is. Include how you will interact with students during the semester, i.e. feedback.]

> Example: While I will not be available 24 hours a day, 7 days a week, I will make every effort to respond to your questions in a timely manner. I will respond to e-mails within 48 hours. It is my intention to return graded assignments to you within [expected time] of the stated assignment due date. I will let you know ahead of time if this is not possible. Please do not hesitate to contact me if you have a question related to the course.

Office Hours:

> **Benefits of attending office hours: During office hours, it is the opportunity for us to meet one-on-one and is more likely an opportunity to get the exact help you need. Through office hours you can obtain individualized instruction to target your needs and you can develop a stronger connection with the university and future individuals to support your learning as well as provide advice and recommendations for graduate school, jobs, and scholarships.**

[Insert days/times available and whether available by appointment]

> Example: I am available for consultation during these hours or by appointment. If you would like to set up a time to talk by phone or video chat, please email me [at email address or using the Inbox] so we can get that set up.

COURSE INFORMATION

Course Description:
[Insert course description from the Catalog]

Course Prerequisites:
[Insert any pre-requisites for the course]

Course Modality:
This course is a [**Pick one:** traditional course with in-person meetings; online course with no required virtual meetings; online course with synchronous remote virtual meetings; a hybrid course with in-person class meetings and online virtual instruction].

[Describe more about the structure of the course modality]

Course Learning Outcomes:
By the end of this course, you will be able to: [Insert measurable learning outcomes for this course.]

1. **Describe** the objective
2. **Perform** the objective
3. **Create** the objective
4. Etc.

Course Materials/Textbook:
[Insert any required texts, or if none, state whether materials are open-access or open educational resources (OERs)]

SU Student Learning Outcomes:
[Modify or remove this section if your course does or does not satisfy a requirement in the General Education curriculum. Remove the Student Learning Outcomes that are not associated with your course.]

This course fulfills the [Replace with label of requirement – e.g. Human Expression] requirement in SU's General Education curriculum and addresses the following university-wide Student Learning Outcomes (SLOs): [Remove the SLOs that do not apply to your course]

Essential Competencies:
- **Critical Thinking & Reasoning:** Students will be able to analyze evidence to support or create interpretations, arguments, or claims; identify and analyze the connection between evidence and claims; evaluate the strength and weaknesses of conclusions and opinions; and the scope of evidence needed for original arguments.
- **Effective Reading:** Students will be able to extract and construct meaning by interacting with written language.

- **Information Literacy:** Students will be able to determine the extent of information needed; access information effectively and efficiently; evaluate information and its sources critically; use information ethically and effectively to accomplish a specific purpose.
- **Oral Communication:** Students will be able to prepare, deliver, and reflect upon purposeful oral communication appropriate to the audience, purpose, and context.
- **Quantitative Reasoning:** Students will be able to interpret models and/or solve quantitative problems from different contexts with real-world relevance; create and communicate reasonable arguments supported by quantitative evidence; and clearly communicate those arguments in effective formats (e.g., using words, tables, graphs, and mathematical equations).
- **Scientific Reasoning:** Students will be able to identify and use empirical evidence to describe, explain, and predict natural phenomena through application of the scientific method; and use scientific principles to design, evaluate, and implement strategies to answer open-ended questions.
- **Understanding the Human World:** Students will apply methods that will enable them to recognize and interpret evidence of human thought, action, expression, and/or experience, using contexts and narratives to explain humanity's change over time.
- **Written Communication:** Students will be able to develop and clearly express ideas through writing, in appropriate styles, by incorporating evidence when warranted.

Foundational Knowledge:
- **Knowledge of the Human Experience:** Students will be able to describe and compare the development and impact of various artistic, cultural, economic, historical, intellectual, linguistic, political, social, and/or spiritual systems; and recognize common questions and/or concerns humans confront and the diverse strategies for resolving those concerns.
- **Knowledge of the Physical World:** Students will be able to describe some of the major concepts in science to explain natural phenomena; and evaluate the quality of scientific information on the basis of methods used to generate it.

Personal, Social and Cultural Responsibility:
- **Civic & Community Engagement:** Students will demonstrate knowledge and skills necessary to participate actively in civic and community.
- **Diversity & Inclusion:** Students will critically examine their own personal beliefs, attitudes, and biases about human diversity and the marginalization of people and cultures in the United States and/or across the world and the practices that lead to that marginalization.
- **Emerging & Enduring Global Issues:** Students will consider and discuss emerging and/or enduring global issues-being attentive to diversity across the spectrum of differences; understand how their actions affect local and/or global communities; and address pressing and enduring issues collaboratively and equitably.

- **Environmental Sustainability:** Students will describe the interconnections of natural, human, and social systems, including strategies to improve ecological integrity, human well-being, and/or social equity.
- **Ethical Reasoning:** Students will critically reflect on their own core beliefs and values; recognize ethical issues and their social context in a variety of settings; evaluate different perspectives on ethical issues, guided by ethical principles and theories; and develop their own ethical outlook that is supported with cogent reasons.
- **Intellectual Curiosity:** Students will explore a range of topics; be open minded to new ideas and ways of thinking; and be able to ask relevant questions or develop original thoughts.
- **Intercultural Competence:** Students will be able to demonstrate the necessary knowledge, self-awareness, and behaviors to support effective and appropriate interactions that build and enhance relationships in a variety of cultural and/or linguistic contexts.
- **Personal Health & Wellness:** Students will be able to demonstrate knowledge of skills and habits to promote personal lifelong health and wellness, including emotional, financial, and physical.

Technology Requirements:

For this course, you are expected to have access to the following:

- A computer (PC or Mac) running a compatible web browser
- A connection to high-speed Internet
- Web-cam and microphone for virtual meeting sessions (when needed) and possibly recording video assignments
- Speakers or headphones to hear audio from a computer

[Include any other technical or software requirements that might be expected.]

Professional Standards:
[Insert any professional or degree standards students are expected to meet.]

Example:
TESOL/NCATE STANDARDS[1] (For students seeking certification in ESOL) --
http://www.ncate.org/Standards/ProgramStandardsandReportForms/tabid/676/Default.aspx#TESOL
(click on TESOL standards in 2009 and refer to Domain 4 – pp. 56-67)
Domain 4: Assessment
Candidates understand issues of assessment and use standards-based assessment measures with ESOL students.
Standard 4.a. Issues of Assessment for ESL. Candidates demonstrate understanding of various assessment issues as they affect ELLs, such as accountability, bias, special education testing, language proficiency, and accommodations in formal testing situations.
Standard 4.b. Language Proficiency Assessment. Candidates know and can use a variety of standards-based language proficiency instruments to show language growth and to inform their instruction. They demonstrate understanding of their uses for identification, placement, and reclassification of ELLs.
Standard 4.c. Classroom-Based Assessment for ESL. Candidates know and can use a variety of performance-based assessment tools and techniques to inform instruction in the classroom.

UNIVERSITY POLICIES

Salisbury University expects that all students have read and understood all of the [Course-Related University Policies and Resources](#) and thereby agree to honor these standards. Important course-related policies and resources include, but are not limited to:

- Course registration add/drop/withdraw period
- Academic Misconduct Policy
- University Writing Across the Curriculum requirement
- University resources such as SU Cares, SU Libraries, Office of Access & Accommodations, Center for Student Achievement, and University Writing Center

These policies and procedures constitute a commitment by the faculty member to students and must be followed throughout the semester.

COURSE POLICIES

Attendance:
Attending class sessions is vital for fostering a sense of community and for enhancing your learning experience. [Insert your policy about absences from class and how that will impact the student's grades.]

Course Activities:
[Insert a list of the assignments or types of assignments that will be due this semester, as well as their point value and/or weight. i.e. Quizzes 20%, Exams 45%, Discussions 15%, Research Paper 20%.]

Grading Policy:
[Insert how students will be graded on assignments in this course, include the specific grading criteria or rubrics, and how that connects to the grading policy for the course.]

Assignment Weights	Percent/Points
Class Participation	20%
Quizzes	20%
Critical Essay	20%
Response Paper	10%
Midterm Exam	10%
Final	20%
Total	100%

Final Grade Calculation:
[Select the appropriate final grade calculation method and delete anything not needed.]

Final grades will be assigned based on the following undergraduate scale:

Letter Grade	Percentages
A	90 – 100%
B	80 – 89.9%
C	70 – 79.9%
D	60 – 69.9%
F	<60%

More information about the SU grading policies can be found on the Registrar's Grades website. The undergraduate grading policy is further explained in the SU Registration and Student Records section of the catalog.

Final grades will be assigned based on the following graduate scale:

Letter Grade	Percentages
A	90 – 100%
B+	87 – 89.9%
B	80 – 86.9%
C+	77 – 79.9%
C	70 – 76.9%
D	60 – 69.9%
F	<60

More information about the SU grading policies can be found on the Registrar's Grades website. The graduate grading policy is further explained in the Graduate Student Information section of the catalog.

Late Work:
[Insert your policy about late work, whether it is accepted or not, what the student has to do to submit late work, and how many points will be deducted for late work.]

COURSE SCHEDULE

Week	Dates	Class Topic	Assignments	Due Date
1				
2				
3				
4				
5				
6				
7				
8				
9				
10				
11				
12				
13				
14				
15				