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# Equity Minded Syllabus Template

Dear Faculty Colleague:

This template contains the elements of effective syllabi, as well as recommended language related to University policies and resources for students. Content should be customized to fit your course(s). **Text in larger bold font is strongly recommended**. Text in grey is advisory or informational. Examples are also provided.

Consider creating a more ***equity-minded syllabus*** by:

* An equity-minded syllabus should be considered a roadmap for success and clearly highlight the importance of a growth mindset.
* Reflecting that we are all in this together. Language such as “you”, “students should”, “I expect” etc… contradict this idea. Rather, use “we”, “us”, “our” and other inclusive language. Along these lines, perhaps refer to your class as a “learning community” or a “community of scholars” instead of a class.
* Adding a welcome statement and share information about you so that you seem more human to the students.
* Defining jargon. Faculty use a lot of terminology that we are familiar with but, students may not be. Define office hours and how they can be used to enhance student success, define course outcomes and why they are important, be sure students know that “R” is Thursday, explain what grade weighting is and so on….

More *equity-minded* *syllabus* tips are highlighted in yellow below.

## Course Information

**Course Title:**

**Course Number and Section:**

**Term:**

**Class Meeting time(s):**

**Class delivery format/location:**

Courses may be offered in the following instructional modalities. Choose information about the modality that applies to your class(es).

* **On-campus (ONCMP):** A course with only traditional in-person, on-campus class meetings.
* **Web-assisted (WA):** Course is taught with both on campus sessions and online components.
* **HyFlex or Hybrid-Flex (**[**HYFLX**](https://www.pace.edu/its/teaching-and-learning/hyflex-model)**):** Course is taught in a combined approach with some physical on campus participation and some remote Zoom participation. Instructors work with students to determine the attendance location.
* **Online:** A course delivered fully remotely with no on-campus components. Courses may be:
	+ **Asynchronous (ASYNC):** Course is taught online with students participating at their own times. There will be assignments, quizzes/tests, projects and/or discussions but students have the flexibility to complete within a set period each week.
	+ **Synchronous (SYNC):** Course is taught online in real time using Zoom. Students will be required to participate at set times from their own home/residence hall or remote location.
	+ **Mixed (MIXAS):** Course uses a combination of real time Zoom sessions and self-paced or asynchronous activities.

## Instructor Information

**Instructor(s) Name(s):**

**Preferred pronouns:**

**Email:**

**Phone:**

**Preferred Contact Method:**

**Office location:** Provide directions to your office

**Office hours:**

You may want to advise students on how you manage emails and what response time they should expect. If you do not do this, some may expect you to be on 24/7.

## Course description

The course description is the same as that which appears in the [university/school catalog](https://www.pace.edu/registrar/registration/academic-catalogs).

## Prerequisites

Provide any prerequisites that are stated in the [university/school catalog](https://www.pace.edu/registrar/registration/academic-catalogs).

Some students do not know what a prerequisite is and why they are important. You may wish to explain why the prerequisites for your course are important for success in your course.

## Course learning objectives

Learning objectives identify what students must do to demonstrate that they have successfully learned course content. Objectives are to be written from the student’s perspective, be measurable and direct, and use actionable verbs. You may use [Bloom’s Taxonomy](https://www.pace.edu/online-instructional-design/learn-tutorials-and-more/blooms-taxonomy-and-learning-objectives) when developing these objectives and writing actionable verbs.

*Example:*

1. *Explain the methodology employed in the economic and social science disciplines.*
2. *Explain the nature of scarcity and its implications for decision making.*
3. *Explain how a market-based economy operate*
4. *Describe the nature and magnitude of the various components which constitute the U.S. economic system today.*
5. *Compare and contrast the interrelationships between the U.S. economy and the economies of other nations.*

You may **also** provide more detailed information about the course that will help students feel “invited” into the learning experience. You might answer the following questions: How will taking the course prepare students for future learning and/or professional work? How will the learning they will engage in during this course connect to their lives outside of the course? How will the course prepare students to be engaged citizens of the world and their local communities?

If you need assistance with creating learning objectives, or any part of the syllabus, contact the Faculty Center at facultycenter@pace.edu.

## Instructional Materials

Consider a statement indicating free or reduced-cost options that exist for obtaining course materials. If you are interested in creating Open Educational Resources (OER) for your course, contact the Library at oerhelp@pace.edu. You may also visit [Pace's OER website](https://libguides.pace.edu/oer). Further, encourage students to speak with you if they experience logistical challenges in obtaining materials or participating in required experiences such as fieldtrips or off-campus meetings.

### Required

[List required materials that students must acquire, i.e., textbooks, supplemental readings, manuals, cases, software, etc. Use full citations with ISBN numbers when applicable.]

### Optional

Items on reserve in Library (including required course texts), relevant periodicals, other optional readings, websites and Internet links.

## Grading Policy

Provide a statement of your grading approach or philosophy that explains why you grade the way you do and offers some detail about how you will assess student work. Provide a grading scale (e.g. 90-100 A) and a breakdown of how much each individual assignment or group of assignments is worth in terms of the overall grade. Make it clear to students if you are using a points system or percentages. Indicate your policy on late work, missed exams, etc. Provide a statement on academic integrity, including when collaboration is authorized.

*Example:*

*Grades for this course will be determined through a number of assignments. I recognize that different kinds of assignments feed into the strengths of different students, and I work to provide a range of opportunities for you to show what you’ve learned.*

*Final Grade Breakdown:*

|  |  |
| --- | --- |
| ***Assignment*** | ***Percent of Final Grade*** |
| *Exam 1* |  |
| *Exam 2* |  |
| *Homework* |  |
| *Participation* |  |
| *Final Grade* |  |
| ***Total*** | ***100%*** |

## *Grading System*

A letter grade is awarded as a measure of student performance only by the faculty member assigned to teach a particular course and section. The spectrum of letter grades ranges from A through F, including plus and minus refinements to the letter grades, which are available to allow faculty greater flexibility in the measurement of student performance. The following link describes the letter [grading system](https://catalog.pace.edu/undergraduate/academic/academic-policies-general-regulations/grades-academic-standing/grading-system/) and its descriptive and quantitative (percentage) equivalents. These equivalents are shown only as guidelines for faculty. Specific grading policies should be announced by the instructor.

The grading scale is as follows:

|  |  |  |
| --- | --- | --- |
| **Grade** | **Description** | **Quantitative** |
| A, A- | Excellent | 90-100% |
|  |  |  |

## Assignments & Homework

Describe each graded component in enough detail that students reading will have a general understanding of the amount of and type of work required. Include information about the assignment’s purpose.

*Example:*

*There are three in-class exams that will allow you to demonstrate your learning on each of the three course units. Exam format will be short answer and essay questions and they will cover material from each respective unit. In addition, the Unit 3 exam will contain a cumulative essay portion. I will provide you with a study guide before each exam, but students who do well do not wait until getting the guide to begin studying.*

Describe what students will be required to do to prepare for class and/or complete weekly homework. Include information here about “best practices” for maximizing their learning (e.g. attending study sessions, taking good notes).

## Rubric

A rubric is a scoring scale consisting of a set of criteria that describe what expectations are being assessed and/or evaluated. They also include descriptions of levels of quality used to evaluate student’s work or to guide them to desired performance levels.

Rubrics can be attached to assignments that specifically detail what is asked of them and the corresponding grades, large papers, or projects. Establishing grading standards for the Discussion Board can best be done through a rubric. Rubrics come in many shapes and sizes, and all dependent on your needs and expectations. Go to the [Faculty Center webpage](https://www.pace.edu/faculty-center/teaching) to see samples of rubrics.

## Course Policies

### Attendance and Participation

Describe your attendance policy. Describe the function of classroom participation within the course as well as your expectations for how students should participate. Explain whether participation is required and how it will be assessed. Add anything specific here about your expectations for participating via Zoom or other tech-related behaviors. Explain your policy regarding use of technology in the classroom (e.g., use of laptops, cell phones for note taking).

*Example:*

*Discussion and participation are a major emphasis in this course. This means that it is your responsibility to come to class ready and willing to take part in group knowledge building. Your in-class participation grade will be primarily based upon the small group work and activities that we do in class. This grade will also reflect your level of investment in classroom discussion and how often you bring required materials to class. I will provide you with a provisional participation grade at three checkpoints during the semester.*

*Proofread and check the spelling before submitting a post in the Discussion Board or sending an email. While online communication is more relaxed, it is not careless communication. Doing a quick proof of your work before you send it may alleviate the need to clarify your posting and save you some time and potential embarrassment. Be aware of copyright and “fair use” law; do not plagiarize, and don’t forget to cite your information.*

### Penalty on Late Work

Use this area to explain any consequences associated with turning in work past established due dates.

Consider providing students with a target due date with the flexibility of a few days before and after to support those students who encounter unexpected barriers to completion/submission. Alternatively, add a flexible or sliding scale of consequences for late work.

### Plagiarism

Use this area to address plagiarism in your subject area and any penalties associated with plagiarism. Refer students to the Academic Integrity Policy under the University Policy section of this syllabus.

### Keys to Success in this Course

Use this area to highlight what students can do to succeed in the course. Normalize the struggle that students may encounter in your course by using language such as “*Please keep in mind that we will be learning a lot of new information and addressing some novel concepts throughout the semester—and at times you are likely to struggle. Know that this is absolutely normal and even expected! But please don't struggle unproductively; use your fellow learners as a resource, reach out to me for help, and use our Learning Commons*.” Other ideas for this section include:

1. *Be self-motivated and fully engaged in the course.*
2. *Approach the class with a desire to learn new things*
3. *Actively participate in this course – aim to engage multiple times each week (if not daily) with the course materials and communications (announcements, discussions, etc).*
4. *Practice “Netiquette”; be polite and respectful when you communicate with your instructors and peers; always check your grammar and spelling; do not write in all caps (it feels like you're shouting) or exotic fonts (they may not show up on everyone's computer).*
5. *Set aside a specific time during the day to study and work on assignments for this course — one that fits your schedule.*
6. *Develop your technology skills and use Pace University resources, including the Learning Commons and faculty office hours, for assistance.*
7. *Contact your instructor if you have any ideas, suggestions, or concerns about the course.*

### Classroom Climate

Consider including ground rules for appropriate classroom interactions, as well as a clear statement of expectations that classroom interactions will remain civil, respectful, and supportive. Encourage students to speak with you, the department chair, or their advisors about any concerns they have about classroom dynamics and/or classroom climate. They can also contact Pace’s Chief Diversity Officer, Dr. Stephanie Akunvabey at sakunvabey@pace.edu.

*Example:*

*Our Pace community benefits from the richly unique experiences and individual diversity each of us bring. Intellectual growth and development happen when we engage in free and open discourse that challenges our own assumptions and beliefs. Together we all have the responsibility to create and maintain an environment where differences are respected and valued. To that end, we will challenge all manifestations of bias and discrimination to maintain a climate of mutual respect and civility.*

*Whether you are learning in an online or on campus environment, the same expectations of courtesy and conduct apply. All classroom interactions should remain civil, respectful, and supportive. If you disagree with someone, aim to acknowledge your disagreement in a respectful way. Try responding with a question to open up further discussion (e.g., I’m not sure that I understand your point of view. Can you say more?). When working online, choose your words carefully. It’s easy for someone to misinterpret your meaning when they can’t see your expressions or hear the tone of your voice. Be careful when using sarcasm and humor. Without face-to-face communication, your comments may be misinterpreted.*

### Course Schedule

When creating a course schedule:

* List class sessions by topic title, month, and day; include a brief description (optional).
* Specify reading and other preparation for each class session.
* Note activities that go beyond the usual lecture/discussion format, i.e., case discussions, group exercises, presentations, experiential exercises, etc.
* Clearly list assignments on their due dates.
* Highlight tests, quizzes, and examinations by class session. Use **bold face** to make them stand out.
* Create Alt Text and Description in Table Properties to make it accessible.

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| --- | --- | --- | --- |
| **Due Date** | **Topic** | **Readings** | **Assignments & Notes** |
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## University Policies and Resources

### Academic Integrity

Students in this course are required to adhere to Pace University's [Academic Integrity Code (PDF)](https://www.pace.edu/sites/default/files/2022-02/academic-integrity-code.pdf) , which supports honesty and ethical conduct in the educational process. It educates students about what constitutes academic misconduct, helps to deter cheating and plagiarism, and provides a procedure for handling cases of academic misconduct. Students are expected to be familiar with the Code, which can be found in [Policies and Procedures](https://www.pace.edu/student-handbook/university-policies-disciplinary-and-grievance-procedures). Individual schools and programs may have additional standards of academic integrity. Students are responsible for familiarizing themselves with the policies of the schools, programs, and courses in which they are enrolled.

Instructions for faculty, a paper about best practices, and the form for reporting integrity policy violations are posted on the Provost's webpage under “[Academic Policies and Forms](https://www.pace.edu/provost/academic-policies-and-forms).” Reporting forms should be sent to the Chairs of the Academic Conduct Committee on each campus.

### Learning Commons

[The Learning Commons](https://www.pace.edu/learning-commons) uses an array of programs and a holistic approach to assist students with academic skills and content knowledge. We are dedicated to developing independent learners through purposeful interactions with trained, well-qualified peer and professional staff. Services offered:

* Content Support Services including, content tutoring, exam review sessions, & content preparation/support workshops
* Academic Skills Services including small group peer mentoring, academic skills workshops, and individual academic development
* Writing Support Services including, writing tutoring & writing preparation/support workshops

**Public Health**

Public health information and policies for the campus community are available on the [Respiratory Virus (COVID-19, Flu, RSV) Guidance](https://www.pace.edu/college-health-professions/life-chp/university-health-care/respiratory-virus-covid-19-flu-rsv) page. Pace recommends everyone continue to take steps to protect not only themselves but their colleagues, friends, and the campus by practicing good hand hygiene, staying home if you are sick, being up to date on vaccinations and boosters, and wearing a mask indoors when recommended by the CDC.

Pace University remains a mask-friendly community where mask use is always encouraged and supported. You may choose to wear a face mask, but they are not required outside of sick visits to healthcare settings.

### Procedure for Students Who Wish to Obtain Reasonable Accommodations for a Course:

The same rigorous admission and academic standards apply to students with and without a disability. In order to support the continued success of students with disabilities, the University prohibits discrimination on the basis of disability and is committed to providing equal access for students with disabilities to its facilities, programs, and activities. The University's commitment to equal educational opportunities for students with disabilities includes providing reasonable accommodations for the needs of students with disabilities.

To request an accommodation for a qualifying disability, a student must self-identify and register with the [Student Accessibility Services Office (SAS)](https://www.pace.edu/student-accessibility-services) for their campus.  Student Accessibility Services is housed in the Counseling Center on both the New York City and Pleasantville campuses. Student Accessibility Services for the New York City campus may be contacted at (212) 346-1526, (212) 346-1199 or 161 William St, 10th Flr. Student Accessibility Services for the Westchester campuses may be contacted at (914) 773-3710, (914) 773 -3201 or the Administration Center, 861 Bedford Road, Pleasantville. No one, including faculty, is authorized to evaluate the need and arrange for an accommodation except the Student Accessibility Services staff. Moreover, no one, including faculty, is authorized to contact Student Accessibility Services on behalf of a student.

To request an accommodation for a pregnancy or a pregnancy-related condition, a student must self-identify and contact Bernard Dufresne, the University’s [Title IX Coordinator](https://www.pace.edu/equity/title-ix-coordinator), at bdufresne@pace.edu. For more information, please visit the University’s [Pregnancy Adjustments and Accommodations for Students](https://www.pace.edu/equity/pregnancy-adjustments-and-accommodations-students) webpage.

### Technological Resources:

* List of all [Pace Information Technology Services](https://www.pace.edu/its).
* For assistance with a technological concern contact the Pace Helpdesk at (914) 773-3648 or create a [help desk ticket](https://help.pace.edu/helpdesk/WebObjects/Helpdesk).
* Visit the [Learning Remotely website](https://www.pace.edu/its/its-service-areas/all-services/working-remotely)

### ****Appropriate Use Policy for Information Technology****:

Pace endorses the following statement on software and intellectual rights distributed by EDUCAUSE, the non-profit consortium of colleges and universities, committed to the use and management of information technology in higher education. The statement reads:

Respect for intellectual labor and creativity is vital to academic discourse and enterprise. This principle applies to work of all authors and publishers in all media.  It encompasses respect for the right to acknowledgment, right to privacy and right to determine the form, manner and terms of publication and distribution.

Because electronic information is volatile and easily reproduced, respect for the work and personal expression of others is especially critical in computer environments. Violations of authorial integrity, including plagiarism, invasion of privacy, unauthorized access and trade secret and copyright violations, may be grounds for sanctions against members of the academic community.

[Pace’s appropriate use policy](https://www.pace.edu/its/about-its/policies/it-appropriate-use-policy) applies to recordings of classroom instruction and digital artifacts created by faculty and students.

### Sex-Based Misconduct Policy and Procedure:

Pace University is committed to providing a safe environment for every member of its community and to ensuring that no student, faculty or staff member is excluded from participation in or denied the benefits of any University program or activity on the basis of sex. Accordingly, the University prohibits the following forms of Sex-Based Misconduct: sexual assault, sexual harassment, gender-based harassment, dating violence, domestic violence, sexual exploitation and stalking.

Instructors have an obligation to report any information about sex discrimination, including all sex-based misconduct to the Assistant Vice President of the Office of Institutional Equity and Title IX Compliance – Bernard Dufresne, bdufresne@pace.edu, 41 Park Row, 14th floor , (212) 346-1310. The Title IX Coordinator is responsible for investigating violations of the sex-based misconduct policy. Go here for more information about the [Pace University sexual misconduct policy](https://www.pace.edu/equity/policies-and-procedures).

Members of the University community who believe that they have been subjected to Sex-Based Misconduct are encouraged to report such incidents to the University using the University’s [Online Reporting System](https://pace.guardianconduct.com/conduct-incidents) and, where applicable, to local law enforcement. **Confidential** resources include the **University Counseling Centers, Offices of Sexual and Interpersonal Wellness** and **University Healthcare**. Contact information for those offices may be found in the self-care section below.

### Self-Care:

Your academic success in this course and throughout your college career depends heavily on your personal health and well-being. Stress is a common part of the college experience, and it often can be compounded by unexpected life changes outside the classroom. The Pace Community strongly encourages you to take care of yourself throughout the term, before the demands of midterms and finals reach their peak.

The [Counseling Center Emergency](https://www.pace.edu/counseling/emergency) page supplies potentially life-saving mental health information to Pace University students, staff, and faculty, putting vital information and support options at your fingertips, just in case you or a friend needs help. You can also find this information in the MyPace and PaceSafe apps. Students are also strongly encouraged to download the [WellTrack Boost App.](https://www.pace.edu/counseling/resources)  It is a free, self-guided, clinically supported app that includes self-assessments and self-help resources on various mental health topics, mood checks, and other therapeutic tools. To download this confidential app, please go to https://pace.welltrack-boost.com and sign in with your Pace email.

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| **Department** | **Pleasantville** | **New York City** |
| Advising Center for Exploring Majors | First-year: (914) 773-3756 or(914) 773-3757 | (212) 346-1798  |
| Affirmative Action Office | (914) 923-2610 | (212) 346-1310 |
| Center for Wellbeing | (914) 773-3849 |
| College of Health Professions Academic Advisement | UG (914) 773-3436UG (914) 773-3301Grad (914) 773-3114 | UG (212) 618-6027Grad (914) 773-3114 |
| Counseling Center | (914) 773-3710 (914) 773-3201 | (212) 346-1526 (212) 346-1199 |
| Dean for Students Office | (914) 773-3351  | (212) 346-1306  |
| Dyson College Academic Advisement | (914) 773-3781  | (212) 346-1518  |
| International Student/Scholars | (212) 346-1368 |
| Lubin School of Business Academic Advisement | UG (914) 773-3531 | UG / Grad(212) 618-6550  |
| New Student Experience and Transitions | (914) 773-3756 | (212) 346-1219 and (212) 346-1346 |
| Office of Multicultural Affairs | (914) 773-3628(914) 773-3775 | (212) 346-1546 |
| Office of the Registrar | help.pace.edu |
| [Office of Sexual and Interpersonal Wellness](https://www.pace.edu/sexual-wellness) | (212) 346-1931(914) 773-3628(914) 773-8783 |
| Pace Women’s Justice Center | (914) 287-0739 |
| Pforzheimer Honors College Academic Advisement | (212) 346-1697(914) 773-3848 |
| Residential Life | (914) 597-8777(914) 773-3676 | (212) 346-1295 |
| Seidenberg School Academic Advisement | (212) 346 1946 |
| Study Abroad | (212) 346-1368 |
| Student Accessibility Services  | (914) 773-3710 | (212) 346-1526 |
| Student Accounts | (877) 672-1830 |
| Student Engagement | (914) 773-3767  | (212) 346-1590 |
| University Health Care | (914) 773-3760  | (212) 346-1600  |