



## SYLLABUS CHECKLIST

### Recommendations based on Best Practices

#### ☐ Course Information

- ☐ Course name, number & section
- ☐ Course mode of instruction (see below)

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Courses can be offered in four main formats:

- **In-Person:** All class meetings take place on campus at scheduled times.
- **Online:** Instruction happens fully online, either through scheduled live sessions (synchronous), flexible deadline-based work (asynchronous), or a mix of both.
- **Hybrid:** Combines scheduled in-person class meetings with online instruction, which may be synchronous or asynchronous.
- **HyFlex:** Gives students the choice to attend each class session in person, live online, or asynchronously - based on their preference.

For detailed definitions of each mode, visit [Modes of Instruction | Hunter College](https://hunter.cuny.edu/center-for-online-learning/online-learning-resources/modes-of-instruction/).  
(<https://hunter.cuny.edu/center-for-online-learning/online-learning-resources/modes-of-instruction/>)

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- ☐ Class meeting schedule and location (include all relevant dates, times, and locations whether for in-person room numbers or links to real-time online sessions)
- ☐ If using Brightspace, list of [supported web browsers](https://community.d2l.com/brightspace/kb/articles/5663-browser-support)  
(<https://community.d2l.com/brightspace/kb/articles/5663-browser-support>)

#### ☐ Contact Information

- ☐ Instructor's name & title
- ☐ Hunter email address
- ☐ Office: room number and building
- ☐ Office phone number
- ☐ Office hours: day(s), times, and link to online meeting room for virtual office hours. Webpage and/or social media (e.g., LinkedIn, X [formerly Twitter])
- ☐ Teaching assistant(s): name(s) and contact information
- ☐ Department office information: room/building, phone number

## ☐ Course Materials

- ☐ Required (and suggested) readings/texts: full citation with ISBN and link to [online bookstore](http://hunter.textbookx.com/institutional/) (<http://hunter.textbookx.com/institutional/>)
- ☐ Instructional technologies and tools (e.g., Brightspace, Top Hat, Padlet, VoiceThread)
- ☐ Materials on reserve in the library
- ☐ Other materials

### **Additional considerations for online course materials:**

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- Display materials in formats that can be viewed on most computers and mobile devices (.doc, .pdf, .mp3, .mp4).
  - Instructional materials, such as Word, PowerPoint, PDF, videos and other digital formats, should be created to be accessible to all learners, including students with disabilities, and should be compliant with [CUNY's IT Accessibility Statement](http://www2.cuny.edu/accessibility/statement/). (<http://www2.cuny.edu/accessibility/statement/>).
  - Evaluate websites and digital content assigned to students for compliance with accessibility standards. Guides such as [National Center on Disability and Access to Education Cheat Sheet](http://ncdae.org/resources/cheatsheets/accessibility.php). (<http://ncdae.org/resources/cheatsheets/accessibility.php>) are recommended.
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## ☐ Course Description

- ☐ Pre-requisites: required courses and skills (e.g. web searching for images, participation in online forums, video creation, or specific software)
- ☐ Teaching philosophy & approach
- ☐ Goal/Rationale
  - Statement/s of intent or vision.
  - How the course will benefit students (e.g., position them to take other courses or advance toward a particular career; enhanced program-level competencies).
- ☐ Learning Outcomes: Specific measurable results, expected subsequent to a learning experience (**required on all syllabi by Senate resolution**)
  - Knowledge (cognitive): Knowledge of disciplinary content that students learn
  - Skills (behavioral): The learned capacity to do something
  - Attitudes and values (affective): Changes in views and beliefs about an issue or problem
  - Abilities: Integration of knowledge, skills, and attitudes in complex ways that require multiple elements of learning

☐ **Course Calendar & Content**

- ☐ Class meeting dates and topics
- ☐ Schedule: instructor-set or self-paced
- ☐ Holidays/other non-meeting dates/days when classes follow a different schedule (e.g., a Wednesday that follows a Monday schedule)
- ☐ Last date to drop a course (delete from record) / Last date to drop without a W
- ☐ Assignments, projects, exam dates

☐ **Grading Method & Scale**

- ☐ A clear and explicit explanation of evaluation methodology
  - Format and weight of course performance requirements - participation, quizzes, assignments, homework, projects, exams, etc.
  - Indication of grading rubric(s), if applicable.
- ☐ Policy for late and missed assignments and exams

☐ **Communication**

- ☐ Preferred method to contact instructor for urgent/non-urgent matters
- ☐ Time zone for online course
- ☐ Estimated instructor response time for emails/phone calls
- ☐ Estimated instructor response time for feedback on assignments
- ☐ Expectations for appropriate behavior in online forums and consequences for violation
  - Here are some common netiquette guidelines you can consider adding to your course syllabus: [Online Etiquette Best Practices](https://hunter.cuny.edu/center-for-online-learning/online-learning-resources/online-etiquette/) (<https://hunter.cuny.edu/center-for-online-learning/online-learning-resources/online-etiquette/>)

☐ **Resources (include all that apply)**

- ☐ Websites and online resources
- ☐ Laboratories and studios
- ☐ Study groups/review sessions
- ☐ Tutoring (e.g., from peers, at college learning centers)
- ☐ Example/s of excellent performance for applicable requirements
- ☐ Library homepage or course guide created by librarian
- ☐ E-reserve password
- ☐ Technical support information
- ☐ Other types of help

## ☐ **Essential Policy Information:**

*Accompanying each item should be a statement indicating how each will have an impact on grades (if applicable).*

- ☐ Attendance/lateness policy
- ☐ Policies for late work/missed tests/incompletes
- ☐ Policy for extra credit
- ☐ Policy on the use of instructional technologies (e.g., Brightspace)
- ☐ Expected time commitment
- ☐ Expectations of frequency for checking email and course site

## **Institutional Policy Statements**

### **CUNY Policy on Recording of Remote Classes**

If you are planning to record your online synchronous sessions, new guidance from CUNY requires you to obtain your students' consent. If you are recording a synchronous session, you need to obtain consent from your students, by providing the following announcement either in your syllabus, as an announcement in your course site, or by email to enrolled students.

"Please be advised that students who participate in this class with their camera on or use a profile image are agreeing to have their video or image recorded solely for the purpose of creating a record for students enrolled in the class to refer to, including those enrolled students who are unable to attend live. If you are unwilling to consent to have your profile or video image recorded, be sure to keep your camera off and do not use a profile image. Likewise, students who un-mute during class and participate orally are agreeing to have their voices recorded. If you are not willing to consent to have your voice recorded during class, you will need to keep your mute button activated and communicate exclusively using the "chat" feature, which allows students to type questions and comments live."

### **Language for Expectations for Cameras**

Faculty who require the use of cameras and audio in their synchronous sessions must alert students to this requirement at the time of registration and in their syllabus.

"Please be aware that the instructor in this course will require that the camera and audio be on during class sessions."

## CUNY Verification of Student Enrollment Policy

Federal Title IV regulations require that a student begin attendance to qualify for Title IV aid. The College must be able to document verification of enrollment in each course or participation in an academically related event connected to that course. A student is considered to have begun attendance if the student attends at least one day of class or is otherwise active and participating in the course or academically related activity (e.g. by submitting assignments, attending a required study group, academic conference or tutorial) for each course used to determine Title IV eligibility.

CUNY Verification of Student Enrollment Policy: (<https://www.cuny.edu/wp-content/uploads/sites/4/page-assets/about/administration/offices/registrar/resources/VerificationofStudentEnrollmentPolicy10.20.17-1.pdf>)

## Language for Testing Software

Faculty who anticipate requiring the use of specific testing software must alert students to this requirement at the time of registration and in their syllabus.

“Proctoring software, which may include the use of browser lock-downs and cameras, will be used for examinations in this course.”

## Hunter College Policy on Academic Integrity (required on all syllabi by Senate resolution)

“Hunter College regards acts of academic dishonesty (e.g., plagiarism, cheating on examinations, obtaining unfair advantage, and falsification of records and official documents) as serious offenses against the values of intellectual honesty. The College is committed to enforcing the CUNY Policy on Academic Integrity and will pursue cases of academic dishonesty according to the Hunter College Academic Integrity Procedures.”

CUNY's Academic Integrity Policy with Revisions about Gen-AI: [Academic Integrity Policy – The City University of New York](https://www.cuny.edu/about/administration/offices/legal-affairs/policies-resources/academic-integrity-policy/) (<https://www.cuny.edu/about/administration/offices/legal-affairs/policies-resources/academic-integrity-policy/>)

## ADA Policy (Suggested language from the Office of Accessibility)

“In compliance with the American Disability Act of 1990 (ADA) and with Section 504 of the Rehabilitation Act of 1973, Hunter College is committed to ensuring educational parity and accommodations for all students with documented disabilities and/or medical conditions. It is recommended that all students with documented disabilities (Emotional, Medical, Physical, and/or Learning) consult the Office of Accessibility, located in Room E1214B, to secure necessary academic accommodations. For further information and assistance, please call: (212) 772-4857 or (212) 650-3230.”

## Hunter College Policy on Sexual Misconduct (required on all syllabi by Senate resolution)

"In compliance with the CUNY Policy on Sexual Misconduct, Hunter College reaffirms the prohibition of any sexual misconduct, which includes sexual violence, sexual harassment, and gender-based harassment retaliation against students, employees, or visitors, as well as certain intimate relationships. Students who have experienced any form of sexual violence on or off campus (including CUNY-sponsored trips and events) are entitled to the rights outlined in the Bill of Rights for Hunter College.

- a. Sexual Violence: Students are strongly encouraged to immediately report the incident by calling 911, contacting NYPD Special Victims Division Hotline (646-610-7272) or their local police precinct, or contacting the College's Public Safety Office (212-772-4444).
- b. All Other Forms of Sexual Misconduct: Students are also encouraged to contact the Director of the [Office of Student Conduct](https://hunter.cuny.edu/students/student-affairs/office-of-student-conduct/contact/) (<https://hunter.cuny.edu/students/student-affairs/office-of-student-conduct/contact/>)

CUNY Policy on Sexual Misconduct Link: [Sexual-misconduct-8.30.18-PSM-2018- 005.pdf](https://www.cuny.edu/wp-content/uploads/sites/4/page-assets/about/administration/offices/ovsa/policies/Sexual-misconduct-8.30.18-PSM-2018-005.pdf)  
(<https://www.cuny.edu/wp-content/uploads/sites/4/page-assets/about/administration/offices/ovsa/policies/Sexual-misconduct-8.30.18-PSM-2018-005.pdf>)

## ☐ Syllabus Change Policy

- ☐ Sample language: Except for changes that substantially affect implementation of the evaluation (grading) statement, this syllabus is a guide for the course and is subject to change with advance notice.
- ☐ Indication of how students are expected to find out about changes to the syllabus (e.g., via Brightspace, class attendance, etc.)

## Additional Resources

- Office of Assessment <http://www.hunter.cuny.edu/academicassessment>
- ACERT - Academic Center for Excellence in Research & Teaching <http://acert.hunter.cuny.edu>
- Center for Online Learning <https://hunter.cuny.edu/center-for-online-learning/>