**NEW SYLLABUS TEMPLATE**

**INSTRUCTIONS**

**[DOWNLOAD TO YOUR COMPUTER TO EDIT]**

**Instructions**

1. A syllabus is required for all courses (face-to-face, hybrid, and online). The syllabus format below is specific to online courses; however, it may be used for other modes of delivery as well.
2. Please keep the syllabus in the format shown below.
3. Be sure to remove instructional notes that are intended for instructors. Most of these are highlighted or written in red text. Delete the notes prior to uploading to your Canvas course.
4. Please review each section within the syllabus template. If the content (options) underneath any section does not apply to your course or departmental guidelines, please delete the section from the syllabus.
5. Upload the final syllabus as a portable document format (PDF) to Canvas. You may do this by saving or printing it to PDF.

 **Please remove this instructional page before use.**



The mission of Jackson State University, an HBCU and comprehensive urban research university, is to provide quality teaching, research, and service at the baccalaureate, masters, specialist, and doctoral levels to diverse populations of students and communities using various modalities to ensure that they are technologically-advanced, ethical, global leaders who think critically and can address societal problems and compete effectively.

***Note to Instructor:*** Keep the University mission above. Enter your college name, school name (if applicable), and department name below.

College Name

Department Name

# *Note to Instructor:* Enter the information below.

# Course Subject, Number, & Title

# Semester and Year

# Credit Hours:

##  SECTION 1: Course Information

## INSTRUCTOR INFORMATION

# *Note to Instructor:* Enter the information below. Please keep the Canvas response statement.

| Instructor Name: |   |
| --- | --- |
| Instructor Role: |  |
| Office Location: |   |
| Office Hours/Conference Hours: |   |
| Phone: |   |
| Fax: |  |
| Email: | Canvas Inbox e-mail tool (Email responses will be provided within 24-48 hours during weekdays.) |

**COURSE DESCRIPTION**

***Note to Instructor****:* Enter the course description from the University catalog.

**PREREQUISITES**

***Note to Instructor:*** Prerequisites must be official, approved through the curriculum committee, and listed in the University catalog. (If this section is not used, delete it from syllabus.)

**JSU V.I.B.E.**

Textbooks and/or course materials for this course are included in the Jackson State University V.I.B.E. program. For students who are participating in the V.I.B.E. program, digital textbooks and/or course materials will be automatically loaded into Canvas by the first day of class. If digital versions are not available, hard copies can be picked up at the JSU Campus Store. Any questions related to the V.I.B.E. program or textbooks can be directed to the JSU Campus Store (jsu@bkstr.com or 601-979-5801). For more information about JSU V.I.B.E, please visit <https://www.jsums.edu/auxiliary/jsuvibe/>.

**REQUIRED TEXT(S)**

***Note to Instructor:*** For all textbooks, include the authors, title, publishers, ISBN number, and edition if applicable. Delete unused tables.

| Textbook Title: |   |
| --- | --- |
| Author(s)/Editor(s): |  |
| Publisher: |   |
| Edition: |   |
| ISBN: |   |

| Textbook Title: |   |
| --- | --- |
| Author(s)/Editor(s): |  |
| Publisher: |   |
| Edition: |   |
| ISBN: |   |

**RECOMMENDED TEXT(S) (not included in JSU V.I.B.E.)** (If this section is not used, delete it from the syllabus.)

| Textbook Title: |   |
| --- | --- |
| Author(s)/Editor(s): |  |
| Publisher: |   |
| Edition: |   |
| ISBN: |   |

| Textbook Title: |   |
| --- | --- |
| Author(s)/Editor(s): |  |
| Publisher: |   |
| Edition: |   |
| ISBN: |   |

**OTHER MATERIAL** ***Note to Instructor:*** (If this section is not used, delete it from syllabus.)

***Note to Instructor:*** In Other Requirements, delete the 1st bullet for non-distance learning (hybrid or online) courses. For the 2nd bullet, be sure to provide instructions for submitting the Syllabus Verification Form.

**OTHER REQUIREMENTS**

* Complete the registration for the [Canvas Online Student Orientation](https://web-tools.one.jsums.edu/StudentTraining2/%28S%28rjzdkhgcwqvpoqfgf25kftvl%29%29/Schedule.aspx), if this is your first distance learning course at JSU.
* Complete the Verification Syllabus Receipt Form.

***Note to Instructor:*** Keep Technology Requirement and Technical Support sections for all syllabi.

**TECHNOLOGY REQUIREMENT**

* JSU provides the following software to all students and faculty for free download: Microsoft Office 365 (Word, Excel, and PowerPoint), SAS, and Mathematica (<https://www.jsums.edu/informationtechnology/>).
* View [technical requirements](https://drive.google.com/file/d/14DNaj7SHl6BZ5Do0ybC3-p9Is3rHwBOY/view?usp=sharing) for (online, hybrid, or supplemental) courses that use the Canvas Instructure platform.

## TECHNICAL SUPPORT

For 24/7 assistance, contact the Canvas Helpdesk at 1-844-358-8765 or click the Help icon inside Canvas. For assistance Monday-Friday from 8:00 to 5:00 contact the JSU Helpdesk at canvas@jsums.edu or 601-979-0245.

**SECTION 2: STANDARDS, OBJECTIVES, AND LEARNING OUTCOMES**

**PROGRAM STANDARDS**

***Note to Instructor:*** List the standards that are mandated by the department/ and or accrediting body. (If this section is not used, delete it from the syllabus.)

**Standard 1:**

**Standard 2:**

**Standard 3:**

**Standard 4:**

**Standard 5:**

**Standard 6:**

**COURSE OBJECTIVES**

***Note to Instructor:*** (must be measurable course objectives) [Enter all learning objectives for the course. These may be mandated by the department and/or accrediting body. The course **objectives** are reflective of the department’s or program’s **outcomes** and are designed around the program standards.]

**[Example for Instructor; delete example from final syllabus]**

* Demonstrate knowledgeable response in content, pedagogical, historical, theoretical, and learner environment management.
* Demonstrate knowledgeable response in content, pedagogical, historical, theoretical, and learner environment management. Demonstrate professional response in understanding of education, teaching as a profession, and the relationships between schools, families, and cultural contexts as they affect student learning.
* Demonstrate skillful response in performance abilities relative to pedagogy, critical thinking, professional performance, and learning community enhancement.
* Demonstrate an understanding of and apply the knowledge, skills, and professional dispositions necessary to work effectively in a multifaceted society, and support diversity and the goal of adaptively ensuring that all students learn.
* Integrate technology that enhances learning environments and demonstrates candidate knowledge and skill in the use of technology.

 **STUDENT LEARNING OUTCOMES**

***Note to Instructor:*** Student learning outcomes state what students are expected to *know* or *be able to do* upon completion of a course or program. The outcomes should be clear, observable and measurable, and reflect what will be included in the course or program requirements. Instructors can use the chart below to align student learning outcomes with program standards. Add additional rows as needed. If instructors do not prefer the chart format, learning outcomes can be listed (numbered or bulleted).

**[Example for Instructor; delete example from final syllabus]**

| **LEARNING OUTCOMES** | **STANDARDS ALIGNMENT** |
| --- | --- |
| **NCSS** | **InTASC** | **CAEP** | **PrgOtc** |
| 1. Outline the professional responsibilities of a teacher as viewed by the public, parents, and professional colleagues.
 | **1,4** | **1,4** | **1** | **3** |
| 1. Explain the major changes in the evolution of the teaching profession.
 | **1, 5** | **1,4** | **1** | **3** |
| 1. List major philosophical questions associated with the three major branches of philosophy: metaphysics, epistemology, and axiology
 | **4,5** | **1,4** | **1** | **3** |
| 1. Discuss characteristics of school culture that contribute to effective schools that support student learning.
 | **5** | **1,9** | **1** | **3** |
| 1. Describe critical issues about the role of public schools for which the courts are being used to resolve points of debate.
 | **4,5** | **1,3** | **1** | **3** |
| 1. Analyze the effects of different influences on the selection and design of curricula in your state.
 | **3** | **1,4** | **1** | **3** |

**SECTION 3: COURSE FORMAT & SCHEDULE**

**ORGANIZATION AND FORMAT OF THE COURSE**

***Note to Instructor:*** Use the description below that reflects your course. You are asked to use the description provided, only making necessary modifications. Erase the descriptions that you do not use.

**[Use and Adapt for Asynchronous Online Courses; erase other descriptions]** This course is an asynchronous online course and it is organized into **16** learning modules. Students will work at different times (asynchronous) from different locations and will not be required to attend any face-to-face (F2F) or synchronous meetings at the same time. Each module may include multimedia lectures, readings, videos, discussions, assignments, and/or assessments. The modules are presented on a once-a-week basis. The module pages in Canvas include information about all of the materials and assignments for each module.

**[Use and Adapt for Synchronous Online Courses; erase other descriptions]** This course is a synchronous online course and it is organized into **16** learning modules. Students virtually attend the course on the designated day(s) at the designated time (synchronous) from different locations. Each module may include multimedia lectures, readings, videos, discussions, assignments, and/or assessments. The module pages in Canvas include information about all of the materials and assignments for each module.

**[Use and Adapt for Hybrid Courses; erase other descriptions]** This course is a hybrid course and it is organized into **16** learning modules. For some course sessions, students virtually attend the course on the designated day(s) at the designated time from different locations and for other courses, students attend the courses in-person at the designated time and location. Course module may include in-person lectures, multimedia lectures, readings, videos, discussions, assignments, and/or assessments. The module pages in Canvas include information about all of the materials and assignments for each module. The course schedule on the syllabus indicates which course sessions will be virtual and which course sessions will be in-person.

**[Use and Adapt for Face-to-Face Courses; erase other descriptions]** This course is a face-to-face and it is organized into **16** learning modules. Students attend all course sessions in-person at the designated time and location. Course modules include in-person lectures, multimedia lectures, readings, videos, discussions, assignments, and/or assessments. Canvas is used to support in-person instruction and the submission of assignments and assessments.

**COURSE SCHEDULE**

***Note to Instructor:*** Include a detailed course schedule that explains to students how the course is organized. The length of a full semester fall or spring course can include 8 or 16 weekly modules. Be sure to select the Course Schedule (online or hybrid for JSUOnline OR hybrid or face-to-face for traditional courses). Be sure to list the objectives, module topics, assignments, and due dates. The modules and assignments should align with the objectives of the course. In The Grading Rubric column, type “yes” to indicate that a grading rubric will be used and type “no” to indicate that a grading rubric will not be used. Consider using rubrics for the evaluation of written assignments, case studies, discussions, group work, projects, etc. Please refer to the [JSU Academic Calendar](https://www.jsums.edu/academicaffairs/academic-calendar/) for other important due dates and include the relevant ones on your schedule. Add additional rows to the chart as needed.

**ONLINE COURSE SCHEDULE**

***Note to Instructor:*** Choose the Online Course Schedule, the Hybrid Course Schedule, or the Face-to-Face Course Schedule; delete the others.

| **WEEK** | **OBJECTIVES** | **MODULE/ TOPIC** | **ASSIGNMENTS** | **GRADING RUBRIC** | **DUE DATE and TIME (CT)** |
| --- | --- | --- | --- | --- | --- |
| 1 |  | Module 0: Orientation   | * Read Syllabus
* Review Student Resources
* Complete Canvas Orientation (new online students)
* Discussion: Post to and Read Student Introductions
* Complete and submit Verification of Enrollment
 |  |  |
|  |  |  |  |  |  |
| 2 |  | Module 1: Society, Culture, and Cultural Change | * Read Chapter 4: Society, Culture, and Cultural Change
* View Module 1 Lecture
* Discussion Question 1
* Watch Video 1
* Watch Video 2
* Assignment 1-Cultural Groups in the US
* Assignment 2 -Social Change Blog
* Assignment 3 -Ethnocentrism Inventory
 |  |  |
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| 7 |  |  |  |  |  |
| Note: All times reflect Central Time |  |  |  |  |  |
|  |  |  |  |  |  |
| 8 |  |  |  |  |  |
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Note: All times reflect Central Time.

**HYBRID COURSE SCHEDULE**

***Note to Instructor:*** Choose the Online Course Schedule, the Hybrid Course Schedule, or the Face-to-Face Course Schedule; delete the others.

Include online and hybrid dates as well, activities, assignments, lectures, etc. on the dates. For courses that are hybrid, all course sessions must be labeled as face-to-face or online.

* 1. Ideally in hybrid, 75% of course sessions should be face-to-face; a minimum of 51% must be face-to-face.

| **MODULES** | **OBJECTIVES** | **TOPIC** | **ASSIGNMENT/ACTIVITY****(ONLINE)** | **ASSIGNMENT/****ACTIVITY****(FACE-TO-FACE)** | **GRADING RUBRIC** | **DUE DATES and TIME (CT)** |
| --- | --- | --- | --- | --- | --- | --- |
| **Module 0:**[Insert Dates for the Week]F2F Meeting on[Insert Class Meeting Date] |  | Course Introduction | * Review “Start Here” section of course in Canvas
* Read the syllabus
* Complete the syllabus quiz
* Complete the student introduction discussion
 | * Participate in question/answer discussion.
 |  | [Insert Due Date(s)] |
|  |  |  |  |  |  |  |
| **Module 1:**[Insert Dates for the week]F2F Meeting on [Insert Class Meeting Date] |  | Society, Culture, and Cultural Change | * Read Chapter 4
* Discussion Question 1
* Watch Video 1
* Watch Video 2
* Assignment 1-Cultural Groups in the US
* Assignment 2 -Social Change Blog
* Assignment 3 -Ethnocentrism Inventory
 | * Participate in guest lecture session.
 |  | [Insert Due Date(s)] |
|  |  |  |  |  |  |  |

Note: All times reflect Central Time.

**FACE-TO-FACE COURSE SCHEDULE**

***Note to Instructor:*** Choose the Online Course Schedule, the Hybrid Course Schedule, or the Face-to-Face Course Schedule; delete the others.

| **DAY** | **OBJECTIVES** | **MEETING****DATES** | **TOPIC** | **ASSIGNMENT** | **GRADING RUBRIC** | **DUE DATES** |
| --- | --- | --- | --- | --- | --- | --- |
|  | **First Day of Class, August 22, 2022** |
| 1 |  |  |  |  |  |  |
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| 2 |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
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|  | **Graduation Clearance Begins, August 29, 2022** |
|  | **Last Day to Drop a Class with No Grade (100% Refund), September 2, 2022** |
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Note: All times reflect Central Time

**SECTION 4: INSTRUCTIONAL STRATEGIES AND COURSE REQUIREMENTS**

**INSTRUCTIONAL STRATEGIES**

***Note to Instructor:*** List instructional strategies. Examples are below. Delete those that do not apply.

* Reflective Discussion
* Lecture
* Response Journals
* Independent Research

**COURSE ASSIGNMENT AND GRADING**

***Note to Instructor:*** Provide a detailed description for each gradable assignment type as it relates to your course. Assignment types can include Discussion, Quizzes, Exams, Research Papers, Projects, Journal Reflections, etc.

* For fully online courses, be mindful of time zone differences for students.
* Clearly identify how assignments should be submitted (e.g., Canvas; in-person for hybrid)
* Indicate if examinations will be proctored through Smarter Proctoring in Canvas (for additional help on Smarter Proctoring, contact JSUOnline: jsuonline@jsums.edu)
* Consider utilizing grading rubrics for writing assignments, tests/quizzes, and discussions as it will be used in evaluating your discussion board postings.

***Note to Instructor:*** Examples of course assignments are below. Please compose descriptions of your assignments. After you compose your descriptions, please delete the examples below.

### **Writing Assignments**

Students will analyze the current literature and develop a 3-5 page literature review on a topic provided by the instructor. This literature review must be word processed in 12-point Arial font and have appropriate APA style formatting. Additional instructions and a complete rubric are provided in Canvas.

**Threaded Discussions**

Special topics will be posted on Canvas weekly. You will read posted materials and engage in the discussion boards set up in Canvas. You will utilize readings and information that you collect from various online sources to inform your discussion. Respect and critical thinking will guide these discussions.

Discussion board posts are a significant part of this course. Students are required to post answers to instructor-posted questions each Thursday by 5:00 p.m. and post comments to two peers by the following Tuesday by 5:00 p.m. A full discussion board rubric is provided in Canvas.

Discussion board postings should be of quality rather than quantity. For example, a response that basically says “I agree” with no additional information or documentation will earn 0 points; responses that possess a higher standard of quality will be graded accordingly.

### **Projects**

Two hands-on projects will be assigned. Hands-on projects will be based on multiple book chapters & Project Alert software will be utilized to complete the projects. You may only complete each hands-on project one time. Complete rubrics are provided in Canvas.

**Quizzes**

Seven (7) quizzes will be assigned in Canvas. Each quiz will come from textbook chapters and will include a combination of multiple choice, true/false, and essay response type questions. The quizzes will be timed for 60 minutes each. You will have one attempt to complete each exam. Most quizzes will be automatically graded with the exception of essay response questions that require manual grading. **Note:** Students that require special accommodations for coursework should inform Disability Services and the instructor.

**CLINICAL, FIELD, and SERVICE LEARNING EXPERIENCES**

List the activities in which students will engage. (If this section is not used, delete it from syllabus.)

**SECTION 5: GRADING POLICY AND LETTER GRADE ASSIGNMENT**

**LATE ASSIGNMENTS OR PROJECTS.**

***Note to Instructor:*** Explain make-up and late work policies and penalties.

**GRADING POLICY**

***Note to Instructor:*** Provide a statement and a chart showing how final grades will be determined, and the minimum requirements for successfully completing the course. Two examples are provided for you: one that uses weighted assignments and one that considers the points earned.

***Note to Instructor:* Example of grading policy statement using weighted assignments**

Final grades will be calculated using weighted assignment groups that equal 100 percent. All grades will be posted in Canvas. Frequently check your progress by selecting Grades from the course menu.

**METHOD OF STUDENT EVALUATION**

| **Assignment Weights** | **Percent** |
| --- | --- |
| 1) Discussions/ Participation | 30% |
| 2) Assignments | 40% |
| 3) Quizzes | 20% |
| 4) Comprehensive Final | 10% |
| **TOTAL** | **100%** |

***Note to Instructor:* Example of grading policy statement using points earned**

The final grade for this course will be determined based on points achieved in the following areas. All grades will be posted in Canvas. Frequently check your progress by selecting Grades from the course menu.

| **Assignment**  | **Total Points Possible** |
| --- | --- |
| 1) Discussions/ Participation – 5 points each | 50 |
| 2) Assignments – 10 points each | 50 |
| 3) Quizzes – 15 points each | 45 |
| 4) Comprehensive Final | 100 |
| **TOTAL** | **245** |

**Grading Scale**

***Note to Instructor:*** Utilize the grading scale below on all course syllabi.

| 90-100 % = A |
| --- |
| 80-89 % = B |
| 70-79 % = C |
| 60-69 % = D |
| 0-59 % = F |

**Grade Correction Policy**

Grades submitted to the Office of the Registrar and Records by the University instructor of record are final and official. A final grade is based on the instructor's evaluation of course work completed as of the official end of the course. Final grades should not be changed as the result of the submission of additional work or the repeating of examinations after the official conclusion of the course for the purpose of improving the final grade. However, a course instructor may change a reported grade if the original was incorrectly assigned due to clerical or computational error, if the student has been successful in a grade appeal, or if a student meets the requirements for the removal of an incomplete grade (I-Incomplete grade). Grade corrections due to clerical or computational errors must be changed within 30 calendar days of its issuance. Grade changes resulting from a grade appeal must be changed within 30 calendar days of the conclusion of the appeal. Any grade changes made after the 30 calendar day period related to clerical or computational errors or a grade appeal must have the written approval of the Provost of Academic Affairs. Incomplete grades assigned in a Fall semester or Fall Intersession must be resolved and the final grade must be entered by the last day of classes of the next Spring semester. Incomplete grades assigned in a Spring semester, Spring intersession, or Summer semester must be resolved and the final grade must be entered by the last day of the next Fall semester.

**SECTION 6: COURSE POLICIES**

**ATTENDANCE POLICY**

***Note to Instructor:*** *Keep the Start of the Semester Attendance section below. Instructors should add their course-specific attendance policies below under the heading,* Course Attendance Policy. If the instructor does not have course-specific policies, please delete the Course Attendance Policy header.

**Start of the Semester Attendance**

To remain on the course roster beyond the attendance purge date (see the University’s academic calendar which can be found at: https://www.jsums.edu/academicaffairs/academic-calendar/), each student has to demonstrate that they are participating and academically engaged in their courses.

Academic engagement, as defined by the U.S. Department of Education, is active participation by a student in an instructional activity related to the student's course of study that includes, but is not limited to:

* + Attending (physically or online) asynchronous class, lecture, recitation, or field/laboratory activity where there is an opportunity for interaction between the instructor and students
	+ Submitting an academic assignment
	+ Taking an assessment or exam
	+ Participating in a tutorial, webinar, or other computer-assisted instruction that is interactive.
	+ Participating in a study group, group project, or online discussion assigned by the institution
	+ Interacting with an instructor about academic matters

Academic engagement is not:

* Logging on to an online class or tutorial without further participation.
* Emailing the instructor with a promise to participate and nothing more.

Students who do not show academic engagement within the first 10 days of the semester will be reported as Not Attending to the Office of Registrar and Records and will be subsequently dropped from the course roster with no guarantee for reinstatement.

**COURSE COMMUNICATION**

***Note to Instructor:*** Use 1 and 2 below for all JSUOnline courses

1. **Class Communication.** Common procedural or curricular questions that arise each semester are answered on the syllabus.  For correspondence to the professor, students are required to use only the *Inbox* tool, which is located in the Global Navigation Menu in Canvas, upon logging into the course. The discussion board has several threads available for communicating. Each student is required to participate in the *Introduction* forum to introduce oneself to the course.  A thread is also available for *Frequently Asked Questions*. Please use this thread to ask questions regarding the syllabus, assignments, exams, etc. The questions and answers can be shared with the entire class. If you have personal concerns, please use the *Inbox* tool. View the Help link in the Global Navigation Menu for assistance using the e-mail or discussion board tools.
2. **Course E-Mail**. Unless otherwise noted, you should only contact your instructor using the *Inbox* feature in Canvas. Common procedural or curricular questions that arise each semester are answered on the syllabus. If you cannot find the answers you need, you may contact the instructor via the [*Inbox*](https://community.canvaslms.com/t5/Student-Guide/How-do-I-use-the-Inbox-as-a-student/ta-p/532)or *Help* tool. If needed, view the *Canvas Guides via the Help menu item* for assistance using the course *email* tool. Be sure to follow the course netiquette rules mentioned above when composing emails.

***Note to Instructor:*** Use statement below for non-distance learning (face-to-face) courses; delete 1 and 2 above.

Common procedural or curricular questions that arise each semester are answered on the syllabus.  For correspondence to the professor, students are encouraged to use the *Inbox* tool, which is located in the Global Navigation Menu in Canvas, upon logging into the course. Students can also contact the instructor using JSU email accounts.

**SECTION 7: ACADEMIC SUPPORT SERVICES**

**Library Services**

All students, those on campus and at a distance, have access to the resources available at the JSU Libraries. Please visit the [JSU Libraries](https://sampson.jsums.edu/) or the [JSU Library Services for Distance Learners](http://sampson.jsums.edu/screens/distance_learners.htm) websites for more information.

**Writing Center**

The [Richard Wright Writing Center](https://www.jsums.edu/wrightcenter/) is a free resource for undergraduate and graduate students at JSU. Trained tutors offer feedback on papers, speeches, presentations, and research projects at any stage of the creative process.

**SECTION 8: UNIVERSITY POLICIES**

 **JSU Email Policy**

Jackson State University provides e-mail resources to support its work and its mission. Student account names have the following format: Jnumber@students.jsums.edu.

Students are required to activate their JSU email accounts and use them for all University-related correspondences. All correspondence for this course must take place using JSU email accounts. The University provides support for technical issues on email accounts provided by the University. If you experience difficulty with your email, please contact Email Support: email.admin@jsums.edu or (601) 979-0838.

**Diversity Statement:** Jackson State University is committed to creating a community that affirms and welcomes persons from diverse backgrounds and experiences and supports the realization of their human potential. We recognize that there are differences among groups of people and individuals based on ethnicity, race, socioeconomic status, gender, exceptionalities, language, religion, sexual orientation, and geographical area. All persons are encouraged to respect the individual differences of others.

**Sexual Misconduct, Required Reporting, and Title IX**

Title IX prohibits gender discrimination, including sexual harassment, domestic and dating violence, sexual assault, and stalking. As a result, you should know that University faculty and staff members are required to report any instances of sexual misconduct, including harassment, sexual violence, dating/domestic violence, stalking and gender discrimination to the University’s Title IX office so that the victim may be provided appropriate resources and support options. As the instructor for this course, I have a mandatory duty to report to the university any information I receive about possible sexual misconduct.  This includes information shared in class discussions or assignments, as well as information shared in conversations outside class.  The purpose of reporting is to allow JSU to take steps to ensure a safe learning environment for all.  The university also has confidential resources available, who can provide assistance to those who have experienced sexual misconduct without triggering a mandatory reporting duty.  More information about confidential resources is available at

<http://www.jsums.edu/titleix/>

If you are the victim of sexual misconduct, Jackson State encourages you to reach out to these resources:

* Title IX Office: 601-979-1315 or titleix@jsums.edu
* Department of Public Safety – 601-979-2580

**Academic Honesty:** Academic honesty is the foundation of a fair and supportive learning environment for all students. Personal responsibility for academic performance is essential for equitable assessment of student accomplishments. Students are advised to adhere to the Jackson State University Honor Code and Student Collegiate Code of Conduct which can be found at <https://www.jsums.edu/studentsuccess/>. Students should also be familiar with the definitions of cheating and plagiarism. An expanded discussion can be found in the JSU Student Handbook.

*JSU Honor Code***:** I will be honest in all of my academic course work and will not indulge in or tolerate the academic dishonesty of my counterparts or peers. I will not partake in any type of misconduct, misrepresentation, or immoral behavior that will harm, damage, or endanger any person, property, or myself or reflect negatively against me or hinder my academic continuance. I will strive to achieve excellence and to complete degree requirements without hesitation. I am a valuable part of the Jackson State University family, and proud of it.

*Academic Dishonesty*

Cheating includes:

* Submitting material that is not yours as part of your course performance, such as copying from another student’s exam, allowing a student to copy from your exam;
* Using information or devices that are not allowed by the faculty; such as using formulas or data from a home computer program, or using unauthorized materials for a take-home exam;
* Obtaining and using unauthorized material, such as a copy of an examination before it is given;
* Fabricating information, such as the data for a lab report;
* Violating procedures prescribed to protect the integrity of an assignment, test, or other evaluation;
* Collaborating with others on assignments without the faculty’s consent;
* Cooperating with or helping another student to cheat; and
* Participating in or performing other forms of dishonest behavior, such as having another person take an examination in your place; or altering exam answers without permission.
* Plagiarism includes:
* Directly quoting the words of others without using quotation marks or indented format to identify them;
* Using sources of information (published or unpublished) without identifying them;
* Paraphrasing materials or ideas of others without identifying the sources;
* Submitting themes, essays, term papers, tests, and other similar requirements that are not the work of the student; and
* Failing to appropriately acknowledge direct quotations and the idea of another when incorporated in papers.

When a student is unsure about something that he/she wants to do or the proper use of materials, a faculty member should be consulted for clarification. Generally, if a student writes while looking at a source or while looking at notes taken from a source, a footnote should be given. Whenever any idea is taken from a specific work, even when the student writes the idea entirely in his/her own words, there must be a footnote giving credit to the author responsible for the idea. The student should never retain a sentence pattern and substitute synonyms for the original words. Paraphrasing means the alteration of sentence patterns and changing of words. Any direct quotation should be footnoted or documented in an acceptable fashion. Methods of documentation vary, and it is possible to cite in the text itself rather than in a footnote. The student should give credit in a manner specified by the instructor.

**Compliance with the Americans with Disabilities Act of 1990**

***Note to Instructor:*** *Choose 1 of the 3 options below.* Please consider reading the statement you choose or discussing it in class at the beginning of each semester. This can further normalize the accommodations process and encourage students to feel comfortable approaching you. Delete the options that you choose not to use.

***Option 1:***

Jackson State University is committed to creating a learning environment that meets the needs of its diverse student body. If you anticipate or experience any barriers to learning in this course, please feel welcome to discuss your concerns with me. If you have a disability or think you may have a disability, you may also want to make an appointment to meet with Disability Services staff to begin this conversation or request an official accommodation. They may be contacted by phone at 601.979.3704 or via email at adaservices@jsums.edu. You can find more information about the Office of Disability Services by visiting <https://www.jsums.edu/disability/>. If you have already been approved for accommodations through Disability Services, please meet with me so we can develop an implementation plan together.

***Option 2:***

It is my goal to create a learning experience that is as accessible as possible. If you anticipate any issues related to the format, materials, or requirements of this course, please meet with me outside of class so we can explore potential options. Students with disabilities may also wish to work with the Disability Services department to discuss options to remove barriers in this course, including official accommodations. They may be contacted by phone at 601.979.3704 or via email at adaservices@jsums.edu. Please visit their website for additional information: <https://www.jsums.edu/disability/>. If you have already been approved for accommodations through Disability Services, please meet with me so we can develop an implementation plan together.

***Option 3:***

I am committed to creating a course that is inclusive in its design. If you encounter barriers, please let me know immediately so we can determine if there is a design adjustment that can be made. I am happy to consider creative solutions as long as they do not compromise the intent of the assessment or learning activity. If you are a student with a disability or think you may have a disability, you are also welcome to initiate this conversation with the Disability Services staff. The Disability Services department works with students with disabilities and faculty members to identify reasonable accommodations. They may be contacted by phone at 601.979.3704 or via email at adaservices@jsums.edu. You can find more information about the Office of Disability Services by visiting <https://www.jsums.edu/disability/>.If you have already been approved for accommodations through Disability Services, please meet with me so we can develop an implementation plan together.

**SECTION 9: FINAL EVALUATION OF COURSE**

***Note to Instructor:*** Keep the Method of Course Evaluation section below.

**METHOD OF COURSE EVALUATION**

All students are asked to complete the Jackson State University Student Instructional Rating System (SIRS) – P.A.W.S.

**SECTION 10: BIBLIOGRAPHY AND REFERENCES**

***Note to Instructor:*** Add references that relate to your course, as appropriate.

**APPENDIX**

## *Note to Instructor:* Use the appendix as appropriate. Delete the appendix if you do not use it.