SYLLABUS
Queens College/CUNY
Education Unit

Course Number: Course Title
Semester

INSTRUCTOR INFORMATION: Include Name, Office, Office Hours, Phone # and e-mail address and e-mail policy

A. COURSE DESCRIPTION
Paragraph description of the course from the most recent college catalog and credit hours. This section can also include a brief statement of the instructor’s teaching philosophy and pedagogic approach. If the course qualifies for General Education credit, including writing-intensive credit, a statement should be included which explains how the course fulfills this requirement.

This course is aligned with the Core Values of the Education Unit of promoting Equity, Excellence, and Ethics in urban schools and communities. More specifically, the Education Unit is committed to preparing teachers and other school professionals who: a) build inclusive communities that nurture and challenge all learners; b) demonstrate professionalism, scholarship, efficacy, evidence-based practice and reflection; and c) value diversity, democracy, and social justice.

Specialized Professional Associations (SPA) Competencies should be listed here if applicable. If your course is aligned to any SPA standards they should be listed and explained.

The Education Unit uses Chalk and Wire as an electronic portfolio and assessment system. When candidates are admitted to one of the undergraduate or graduate programs in the Education Unit, they will be required to register for a Chalk and Wire ePortfolio subscription to submit their assignments as directed until graduation. Faculty will assess all key program assignments submitted by candidates in Chalk and Wire. Designated course work will be assessed for professional knowledge and skills through key program courses. The electronic portfolio system is not used to assess for grading purposes. Chalk & Wire is also the integrated edTPA platform provider system used at Queens College.

Your Chalk and Wire ePortfolio helps you collect, organize, and reflect on your academic work. It can contain files, images, and multimedia that document your academic progress, enriching your learning, sharpening your technological skills, and preparing you for certification. You can also share your professional ePortfolio with colleagues, and potential employers. A professional look and feel make the Chalk and Wire ePortfolio a great tool to use when searching for internships, employments and graduate schools.

Do NOT register for a Chalk and Wire subscription until you are specifically asked to do so by your instructor.

B. COURSE LEARNING GOALS & OBJECTIVES
1. List objective (general, but comprehensive) as statements linked to Core Values.
2. Faculty can also choose to link objectives to SPA competencies.
3.
4.
5.
6.

C. REQUIRED PURCHASES: TEXTBOOK(S) AND SUPPLIES
1. Textbook (required): TITLE and author
2. Textbook (recommended): TITLE and author
3. Supplies and/or tools:
   a. Item, size, quantity, color, etc.
   b. 
   c. 

D. COURSE TOPICS/UNITS/READINGS AND DATES WEEKLY TENTATIVE SCHEDULE
1. List Items Sequentially
2. Link to Course Learning Goals & Objectives in Part B.
3. Be sure to use “tentative” to avoid any legal risk if you later vary from it even slightly.
4. Include dates and times of course examinations, including final, if available. If there might be announced tests, this should be stated. State the policy on make-up exams.
5. Faculty should make note of any days on which the schedule is shifted, such as a Tuesday on which only Monday courses meet.
6. 13th Week should include a note similar to:
   Course Evaluations are available to candidates online at:
   http://courses.qc.cuny.edu/
   If your program is using Chalk & Wire, the login and help site can be found at:

E. ASSIGNMENTS, DUE DATES AND GRADING PLAN
1. Clarify whether you will use a letter grade system or a point system. If you will use a point system, explain final point and letter grade equivalents. Give specifics for each assignment (including goal/objective in parenthesis) and the weight given to the assignment. Explain policy regarding late assignments. If you plan to provide candidates with a separate handout with assignment specifics, rubrics or details, this should be stated in the syllabus with the assignment.
2. Link to Course Learning Goals & Objectives in Part B.
3. Explain the weighting of course components:
   a. Component 1 (e.g., exercises), weight (% or points)
   b. Component 2 (e.g., quizzes), weight
   c. Component 3 (e.g., interim exams), weight
   d. Component 4 (e.g., participation), weight
   e. Component 6 (e.g., final exam), weight
4. Explain how difficult-to-quantify things such as effort, improvement, and participation will be graded, if graded. Where applicable, provide a rubric.
5. Other as needed. If participation is scored, it should be included above. However, also include other items essential for information for candidates such as: policy for late papers & missing a test.
6. List any assignments that are required to be completed by the student, especially those listed in Chalk & Wire. They should include all the details of the assignment for completion.

F. FIELDWORK REQUIREMENTS
Faculty should list clearly all fieldwork requirements for the course. If course does not require fieldwork,
G. CUNY POLICY ON ACADEMIC INTEGRITY
The Policy on Academic Integrity, as adopted by the Board is available to all candidates. Academic Dishonesty is prohibited in The City University of New York and is punishable by penalties, including failing grades, suspension, and expulsion. This policy and others related to candidates’ issues are available to you at: http://qc.cuny.edu/?id=IUHC

H. USE OF CANDIDATE WORK
All teacher education programs in New York State undergo periodic reviews by accreditation agencies and the state education department. For these purposes, samples of candidates’ work are made available to those professionals conducting the review. Candidate anonymity is assured under these circumstances. If you do not wish to have your work made available for these purposes, please let the professor know before the start of the second class. Your cooperation is greatly appreciated.

I. REASONABLE ACCOMMODATIONS FOR CANDIDATES WITH DISABILITIES
Candidates with disabilities needing academic accommodation should: 1) register with and provide documentation to the Special Services Office, Frese Hall, Room 111; 2) bring a letter indicating the need for accommodation and what type. This should be done during the first week of class. For more information about services available to Queens College candidates, contact: Special Service Office; Director, Miriam Detres-Hickey, Frese Hall, Room 111; 718-997-5870 (Monday – Thursday 8:00 a.m. to 5:00 p.m. & Friday 8:00 a.m. to 4 p.m.).

J. RECENT BIBLIOGRAPHY
If there is no bibliography, this section should be removed from syllabus.

K. ADDITIONAL INFORMATION
Safety rules, if any, might go here or under a separate heading. If course work is inherently dangerous, safety instructions and tests are required before any equipment may be used. Safety rules should be listed in the syllabus or in an attachment to it. If there is none, this section should be removed from syllabus.