



Queens College/CUNY

Course name, Course code
Section
Semester, year
Credits

Instructor Information

Salutation

Name

Phone

Email (include estimated response time, e.g., 24 hours, except on weekends)

Instructor Office Hours

Office Location (building and room number or virtual meeting link for online synchronous classes)

Please watch my [instructor introduction](#) and [course overview](#) videos (hyperlinked).

Reasonable Accommodations for Students with Disabilities

The Office of Special Services (SPSV) is committed to supporting students with qualifying disabilities under the Americans with Disabilities Act (ADA) by providing reasonable accommodations to ensure equal access. If you have previously received accommodations due to a disability, believe you may have a disability, or have a temporary disability, please visit the office's website (<https://www.qc.cuny.edu/sp/>) for further information on the assistance they can offer you. Accommodations are not retroactive, so you are encouraged to get registered sooner rather than later. You may also contact their office at qc.spsv@qc.cuny.edu or call 718-997-5870 during office hours for assistance as well.

Course Information

Course descriptions can be found in the [Undergraduate Bulletin/Catalog](#) and [Graduate Bulletin/Catalog](#)

Include description of how diversity will be part of course content.

Include the mode of instruction (see [Mode of Instruction – CUNY Definitions](#))

For online or hybrid courses, clearly indicate which sessions are asynchronous or synchronous sessions (for online or hybrid courses)

List requirements for Hybrid/Online Courses (e.g., headsets, mics, access to reliable internet connection)

Classroom location (for in-person or hybrid courses)

Pre-requisites and requirements

List course pre-requisites.

Indicate if this course is a Pathways requirement (check the [Pathways Requirements](#)) and specify which requirement it fulfills – Required Core requirement, Flexible Core requirement, or College Option requirement.

Course Goals/Objectives/Learning Outcomes

e.g., “By the end of this course, students will be able to...”

Example:

Course Learning Objectives (LO) and Measurable Assessments

LO1. Demonstrate understanding of key terms and concepts in quantitative and qualitative research methods. (*Assessed by group writing assessments; homework; final exam*)

LO2. Develop scientific writing skills and learn to apply the tenets of APA style. (*Assessed by Research Proposal Project; group writing assessments; peer workshop*)

LO3. Develop skills needed to find, read, and interpret peer-reviewed empirical studies. (*Assessed by Research Proposal Project; group writing assessments; peer workshop*)

LO4. Evaluate the adequacy of study design and measurement for study conclusions. (*Assessed by Research Proposal Project; group writing assessments; final exam*)

LO5. Critically evaluate scientific claims and state the significance of empirical research for practice in human services and related fields. (*Assessed by Research Proposal Project; homework; group writing assessments; final exam*)

Texts, materials, tools, accounts

Include a link to the [Queens College Bookstore](#)

Include a link to materials posted online, e.g., a webpage or journal article available on the Queens College library.

List and include links to tools (e.g., Adobe Creative Suite) and accounts (e.g., Brightspace) required for the course.

Class Schedule

Include a schedule with information on assignment due dates and in-class exam dates. Make it clear that the schedule is subject to change and that students should always refer to this document and the course site for the most up to date information and activities.

For hybrid courses, state which classes will meet in person, and which are online. Make it very clear when your class meets in person and what is expected of students for sessions during which you will not meet.

For hybrid and online courses, make it clear which activities will be asynchronous or synchronous.

Here is an example of how you might organize this information.

Date	Theme/Topic	Readings	Assignments Due

Assignments, Assessment, and Grading

Include a brief description of each assignment and assessment or link to separate description: What are students expected to do in this assignment (e.g., problem sets, short answer responses, multiple-choice questions, etc.)?

How does this assignment connect to the learning objectives of the course? How will students submit this assignment (e.g., online or during class)?

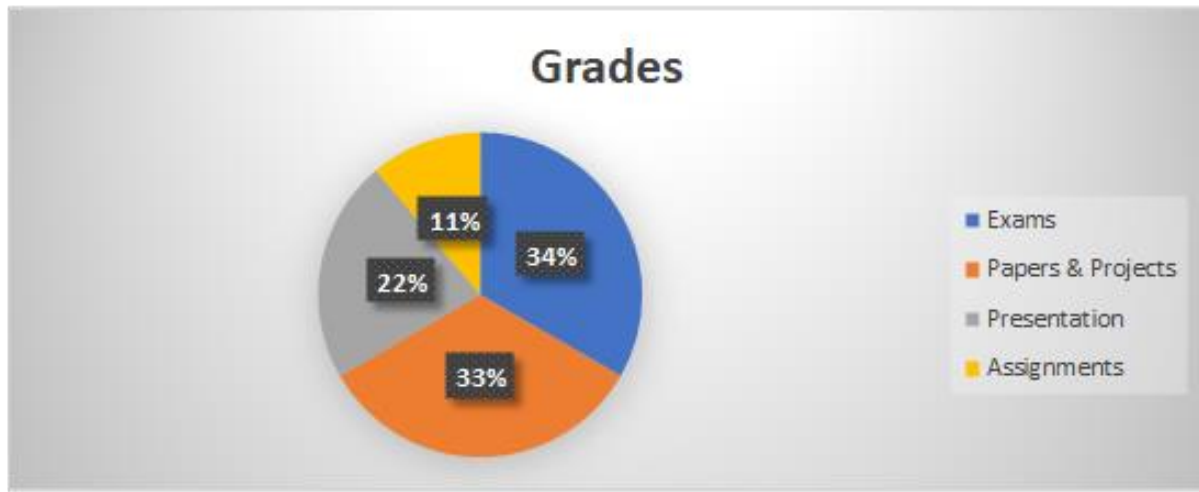
Will students complete the assignment individually or in-groups?

If feasible, offer options for a variety of low-stakes and higher-stakes assignments and assessments, as well as options of format (e.g. written, audio, video submission of assignments).

Include a description of how student grades will be determined, including all components that contribute to the final grade and their relative weight (e.g., assignments 15%, mid-term 15%, etc.).

Grading

Include a note on whether work from missed classes can be made up and/or if late work will be accepted. State that students will be assigned the following final letter grades, based on calculations coming from the course assessment section. See the Suggested Grading Scale at [Academic and Grading Policies](#)



Grade	Percentage
A+	97-100
A	93-96
A-	90-92
B+	87-89
B	83-86
B-	80-82
C+	77-79
C	73-76
C-	70-72
D+	67-69
D	60-66

CUNY Policy On Academic Integrity

[suggested text] Academic Dishonesty is prohibited in The City University of New York and is punishable by penalties, including failing grades, suspension, and expulsion as provided at [Academic Integrity Policy](#).

Syllabus statements on the use of Generative AI

State any guidelines, expectations, or policies regarding the use of Generative AI in your course so that students are aware of what is or is not acceptable and the repercussions for violating the stated guidelines or policy.

Examples can be found at [Generative AI in the Classroom: Best Practices, a CETLL Guide](#)

This [Generative AI Syllabus Statement Tool](#) from Seaver College can help you draft a statement.

Statement on student wellness

[suggested text] As a student, you may experience a range of challenges that can interfere with learning, such as strained relationships, increased anxiety, substance use, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may diminish your academic performance and/or reduce your ability to participate in daily activities. QC student wellness services are available free of charge. You can learn more about confidential mental health services available on campus at: [Counseling Services Department](#).

Use of Student Work

[suggested text] All programs in New York State undergo periodic reviews by accreditation agencies. For these purposes, samples of student work are occasionally made available to those professionals conducting the review. 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.

Course Evaluations

[suggested text] During the final four weeks of the semester, you will be asked to complete an evaluation for this course by filling out an online questionnaire. Please participate in these course evaluations. Your comments are highly valued, and these evaluations are an important service to fellow students and to the institution since your responses will be pooled with those of other students and made available online. Please note that all responses are completely anonymous; no identifying information is retained once the evaluation has been submitted.

Tutoring or Other Support Services

[suggested text] QC offers different academic support services. The [QC Learning Commons](#) provides peer tutoring, study spaces and other services. The [Writing Center](#) is a multilingual academic and intellectual support space where Queens College students work in collaboration with peer tutors to improve their writing.

Technical Support

[suggested text] Students who need help with their Queens College accounts (email, CUNY portal, Brightspace, and CUNYfirst) can call the ITS help desk at 718-997-4444 Monday to Friday from 9 am to 5 pm or email Support@qc.cuny.edu. For more information, visit [Information Technology Services](#)

Students can use desktop computers in the [Powdermaker Hall 210 computer lab](#) or in the library, as well borrow loaner laptops: [Computers & Printing – Queens College Library](#)).