**Course Prefix/ Number - Course Name**

**Term – Year**

**Credit Hours**

**Instructor:**   **Class Location &Time(s)**:

**Office Location**: Instructor’s Building & Office Number **Phone**: Instructor’s office phone number

**Office Hours**: Date/Time of Office Hours **Email**: Instructor’s email address

# Course Description

*Include the course description from The Citadel Course Catalog.*

**Course Goals:** *Provide 1-3 sentences to summarize the overall course goals. This section is your opportunity to invite students into the course, set the tone, and communicate the value and importance of the course. The course should present a cohesive body of knowledge with a focus on fundamental ideas, theories, and transferable skills.* *Why should students care about this course? Why are you passionate about these topics? How does this course fit into a curricular pathway/major? What would you like students to know or do after completing your course?*

**Prerequisites or corequisites:**

**Course Modality:** *Face-to-Face, Online Asynchronous, Online Synchronous, Hybrid, Hi-Flex, Research, Clinical Internship, Practicum, Thesis or Independent Study- Please delete the modalities that do* ***NOT*** *apply to your course.*

# Course Learning Outcomes

*Faculty are required to clearly articulate 4-6 course learning outcomes (CLOs) for your course using* [*Bloom’s Taxonomy*](https://www.citadel.edu/ceitl/wp-content/uploads/sites/54/Blooms-Taxonomy-for-Creating-Outcomes.pdf) *which* ***are measurable and observable****. CLOs should be student-centered, achievable, and serve as a course roadmap.*

*Examples:*

1. *Solve complex problems related to quantum mechanics using mathematical equations and computational methods.*
2. *Design an experiment to test the hypothesis that positive reinforcement is more effective than punishment in shaping behavior.*
3. *Compare the themes of alienation and identity in the works of Franz Kafka and Albert Camus.*
4. *Construct a macroeconomic model to explain the relationship between inflation, unemployment, and economic growth.*
5. *Analyze educational policies and legislation to understand their impact on teaching and learning, and advocate for policies that promote equity and excellence.*
6. ***Evaluate*** *the empirical evidence supporting the effectiveness of contingency theory in various organizational contexts.*

# How to Succeed in the Course

*Instructors may want to consider adding specific tips for succeeding in the course.*

*Here are some examples:*

*To succeed in this course, please:*

* *Check Canvas daily. Throughout the semester, I may post class announcements, notes, discussion prompts, self-guided lectures, grades, and other important administrative information on the course Canvas site.* ***It's essential to check Canvas regularly for updates and critical information.***
* *Come to class prepared and on time. Review the assigned readings and materials before class.*
* *Ask questions whenever you need help. Don't hesitate to ask questions during class or during office hours.*
* *Attend office hours regularly. Take advantage of the opportunity to get one-on-one help from your instructor.*
* *Participate actively in in-class discussions. Share your thoughts and insights with your classmates.*
* *Submit all assignments on time. This will help you stay on track and avoid falling behind.*
* *Visit the Writing Lab and Tutoring Center in the* [*Student Success Center*](https://www.citadel.edu/ssc/) *in Thompson Hall. They offer personalized assistance with writing assignments, including one-on-one tutoring and group consultations.*

*Or give specific examples for each component:*

* *Weekly Quizzes: View the weekly lecture and recording. Complete and submit your quizzes on time.*
* *Attendance and Participation: Nothing you do in this class is more important than being in class and participating actively. Your attendance and participation will directly impact your grade.*
* *Class Discussion: Share your feedback with at least two classmates before posting your thread in the class discussion. This will help you develop your critical thinking skills and learn from your peers.*

# Required Materials

*Identify mandatory course texts, websites, resources, and apps required for the course. If applicable include details about any other required or recommended tools or resources needed for the course. Clearly differentiate between required and recommended materials. Note: Instructors may consider hyperlinking resources if possible.*

# Course Technology Requirements

* Computer
* Reliable Internet connection and software (DSL, LAN, or cable connection desirable)
* Access to Canvas Learning Management System
* Webcam for virtual conferencing
* Scanning (with a smartphone)

If you need Canvas assistance at any time during the course or to report a problem you can:

* Visit the Canvas tutorials found in your [Citadel Online Student Resource course](https://citadel.instructure.com/courses/99) or visit the HELP MENU in your Canvas course navigation bar.
* Email the Center for Excellence and Innovation in Teaching, Learning, and Distance Education at ceitlde@citadel.edu

If you need technical assistance at any time during the course or to report a problem you can:

* Call ITS at (843) 954- HELP, email helpdesk@citadel.edu, or go to Bond 303

*List any additional course technology requirements and departmental requirements.*

# Communication Expectations

*Provide guidelines regarding how and when students should communicate with you and expectations regarding when they should receive a response.*

*Example: I will respond to emails within [X] hours during the business day. Students can also ask a question on the Q&A discussion board, so your instructor and other classmates can help answer it.*

*Note: Instructors might want to add that students should use their Citadel email address and/or communicate through the Canvas course site (rather than use a personal email address).*

## Classroom Etiquette and Expectations

*Write your course conduct expectations.*

*For example:*

* *Promptness: Arrive on time to class, and avoid leaving early unless there's an emergency.*
* *Preparedness: Complete all assigned readings and assignments before class.*
* *Active Participation: Engage in class discussions, ask questions, and share your insights.*
* *Respectful Behavior: Treat your classmates and instructor with courtesy and respect.*
* *Focus and Engagement: Pay attention during lectures, avoid distractions, and take effective notes.*
* *Cell Phone Usage: Turn off or silence your phone during class. If you need to use your phone for a class-related purpose, ask permission first.*
* *Food and Drink: Only consume food and drink in designated areas, if allowed.*
* *Laptop and Technology Use: Use laptops and other technology only for class-related purposes. Avoid distracting others with excessive screen brightness or noise.*

## Virtual Conferencing with Zoom

**Zoom may be used as the virtual conferencing platform in this class.** Your participation in live Zoom sessions may be recorded. These recordings will be made available exclusively to students enrolled in the course, to accommodate those who cannot attend the live session or as a resource for reviewing presented content. The use of all recordings will adhere to The Citadel's Privacy Policy.

**Zoom Expectations:** Failure to comply with these expectations may result in removal from the Zoom meeting and being marked as absent.

* Cameras must be on, and you must remain in view during Zoom sessions. As classes may be recorded, please conduct yourself appropriately.
* Participate in Zoom meetings in a quiet, distraction-free environment.
* Remain on mute while your professor or classmates are speaking.
* Have your class materials (books, notes, etc.) readily available throughout the class.
* The Honor Code and Code of Conduct apply even in the virtual environment.
* Taking photos, screenshots, or recordings during class is prohibited.
* Maintain appropriate attire, adhering to the Citadel's uniform or dress code.
* All classroom norms and rules apply when in a Zoom meeting. Avoid sleeping, eating, leaving the virtual meeting without permission, using your phone, playing video games, working on other assignments, etc.
* Ensure your Zoom background is appropriate and free of inappropriate items.

# Assignment Details

*Identify major graded activities, assignments, and/or requirements, their point/percentage distributions in relation to the overall course grade, and how they support one (or more) of the course learning outcomes. You may also want to identify the learning outcome(s) by number in parentheses besides the course requirement.*

*Examples of different kinds of assignments;*

## *Reading and Lecture Videos*

*The weekly reading and the lecture videos are available on Canvas. Students will demonstrate that they have done the reading by participating in the video check-in questions, lecture quizzes, or reading discussions.*

## *Quizzes and Exams*

*A weekly quiz is required for ...*

## *Assignments and Exercises*

*Write the assignment description and instructions here.*

## *Midterms*

*Write a description here.*

## *Final* *Exam*

*Write a description here.*

## Late and Incomplete Assignments

*Clearly articulate the course policy for late submissions and penalties for and/or how to make up missed assignments.*

## Class-Specific Attendance and Participation Requirements

*Clearly articulate the attendance policy.*

*Example:*

*Attendance is required for this course. This includes live streaming, Zoom sessions, and in-person classes.*

* *Authorized Absences: Students may miss class for authorized reasons such as athletic events, academic travel, or special ceremonies.*
* *Illness and Emergencies: Illness and personal emergencies are also legitimate reasons for absence.*
* *Notification: If you know you will be absent, please notify the professor in advance.*
* *Missed Material: You are responsible for covering any material missed due to absence.*
* *Exams and Assignments: If you miss an exam or assignment due date, coordinate with the instructor for alternative arrangements.*
* *Active Participation: Active participation in class discussions and activities is expected.**Please do not use cell phones during class.*

# Course Schedule/ Calendar

*Note: Schedule subject to change. Additional reading/activities will be assigned as needed.*

| **Weekly Class Content & Due Dates for Assignments** |
| --- |
| Week  | **Class (Topics)** | **Alignment to Course Learning Outcomes** | **Assignment/ Activity Details & Due Dates** |
|  | *Topic: Welcome & Intro….* | *CLO 1&3* | *Due: xxxxx**Assignment 1* |
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# Grading Methods

*Example:*

*Grading in this course is designed to assess your understanding of the material, your ability to apply concepts, and your overall engagement with the course.*

*Grading Components and Weights:*

* *Class Participation: [Weight] - Active participation in class discussions, presentations, and group activities is essential.*
* *Homework and Assignments: [Weight] - Regular completion of homework assignments and projects will help reinforce your understanding of the material.*
* *Exams: [Weight] - In-class exams will evaluate your knowledge and comprehension of key concepts.*
* *Final Exam: [Weight] - A comprehensive final exam will assess your overall understanding of the course content.*

*Late Work Policy: Late work will be penalized unless prior arrangements have been made with the instructor.*

*This grading system is designed to provide you with a clear understanding of the expectations for the course and to motivate you to engage with the material.*

**Grading Scale:**

*Please delete the course grading scale that does* ***NOT*** *apply to your course.*

***Undergraduate Grading Scale***

A= 90-100%

B= 80-89%

C= 70-79%

D= 60-69%

F=59 and below

***Graduate Grading Scale***

A= 90-100%

B+= 87-89%

B=80-86%

C+= 77-79%

C=70-76%

F=69 and below

# Student Resources

*Please add any course-specific resources available to students if they seek assistance.*

## Campus Resources

* [The Citadel Student Resource Course](https://citadel.instructure.com/courses/99)
* Canvas Support Hotline- 855-443-5290
* [Academic Advising](https://www.citadel.edu/student-affairs/academic-advising-and-retention-2/)
* [Campus Ministers & Ministries](https://www.citadel.edu/chapel/cadets-students/campus-ministers-ministries/)
* [Campus Advocacy, Response, and Education (C.A.R.E.) Program](https://www.citadel.edu/care/contact-cares/)
* [Campus Alcohol and Drug Information Center (CADIC)](https://www.citadel.edu/cadic/)
* [Career Center](https://www.citadel.edu/career/)
* Center for Excellence and Innovation in Teaching, Learning, and Distance Education
* [Counseling Services](https://www.citadel.edu/infirmary/counseling-services/)
* [Daniel Library](https://library.citadel.edu/home)
* [Disability Serves](https://www.citadel.edu/ssc/disability-services/)
* [ITS Help & Call Center](https://www.citadel.edu/its/help-center-information/)
* [Lesesne Gateway](https://www.citadel.edu/its/accounts-and-passwords/lesesne-gateway/)
* [Multicultural Student Services](https://www.citadel.edu/miss/)
* [Student Success Center](https://www.citadel.edu/ssc/disability-services/)

## Citadel Policy on Sexual Violence and Sexual Harassment (Title IX)

Sexual Misconduct in higher education is pervasive, and no institution is immune to the harm caused by sexual assault, dating and relationship violence, sexual harassment, and stalking. The Citadel takes allegations of sexual misconduct seriously and encourages you to learn more about your rights as a student, reporting options, and support available to you at The Citadel and in the surrounding community. Please contact the Title IX Coordinator at (843) 953-6881 | vmercado@citadel.edu with any questions or visit the Title IX Website at <https://www.citadel.edu/root/title-ix> for more information.

# Course Policies

## Academic Integrity

Students will submit only their own work for evaluation in this course, except as appropriately documented. All rules and stipulations of The Citadel’s Honor Manual and Honor Code apply to this course, including its definitions and policies related to cheating, lying, stealing, and non-toleration. To ensure academic integrity, you must abide by both the letter and spirit of all honor, documentation, and citation requirements. Plagiarism in any form is unacceptable, as it fails to meet any standard of academic work. It is your responsibility to read and understand what constitutes intentional and negligent plagiarism. The Honor Manual for cadets may be found at: <https://krausecenter.citadel.edu/leadership-ethics/honor-committee/> and the Regulations for Non-Cadet Students for Fall and Spring Semester And All Students, Including Cadets, for Maymester or Summer School may be found at: <https://web.citadel.edu/root/images/policies/regulations-for-non-cadets.pdf>

## Citadel Class Attendance and Participation Policy

Should it be necessary to miss a class for any reason, the student will, unless circumstances preclude it, notify the professor in advance and will be responsible for any material missed. Tests and labs are critically important and are scheduled well in advance. It is, therefore, imperative that these are missed only due to circumstances beyond the control of the student and that the student notifies the instructor when missing a test or lab cannot be avoided.

**Cadet Policy**

Cadets are notified each time they are reported absent from a class and have 72 hours to make requests to their Academic Officer for adjustments. Faculty members may correct submitted class absence data for cadets for 6 working days after the day the class meets by sending this information to the Executive Director of Student Affairs and Academic Services. However, no late class absence submissions from the faculty will be accepted after the last day of classes each semester.

**Participation Documentation**

If a student has not participated in a class or stops participating, the Registrar’s Office shall be notified in writing by the instructor. Prior to notifying the Registrar’s Office about non-participation, faculty should notify the student in writing of the lack of participation. If nonparticipation continues, the faculty will report when a student never participates (NP) or stops participating (SP) to ensure that The Citadel is compliant with the US Department of Education’s Title IV regulations regarding student enrollment.

If a cadet’s lack of attendance results in a reduction of credits below full-time status, they will be ineligible to remain in the barracks and must withdraw from the College.

Any change in a student’s enrollment may impact Title IV funding. Financial Aid will be notified when a student is impacted by this policy and may adjust a student’s financial aid. All students who receive VA benefits will need to coordinate with the Veteran Student Service Center.

## Class Withdrawal Policy

It is the student's responsibility to officially drop/withdraw from any courses before the deadline posted by [The Citadel’s Registrar’s office](https://www.citadel.edu/registrar/2024-2025-academic-calendar/). Please refer to [The Citadel’s Academic Calendar](https://www.citadel.edu/registrar/academic-calendar/) for the add/ drop dates

## Code of Conduct

Responsibility for professional conduct rests with students as adult individuals and as members of The Citadel community. Students (which includes undergraduates, graduate students, day veterans, fifth-year students, and all active-duty military students) are expected to conduct themselves as responsible adults. All members of the campus community are expected to use reasonable judgment in all aspects of campus life and activity and to show due concern for the welfare and rights of others. Students are expected to adhere to all federal, state, and local laws. The Citadel protects freedom of action and speech, so long as the exercise of this freedom is not of an inflammatory or demeaning nature and does not interfere with the operation of the College. The Citadel’s Conduct Policy prohibits the possession of drugs, destruction of property, making false statements of emergency situations, physical or verbal abuse, or harassment of any sort. Students who violate the rules and regulations of The Citadel are subject to expulsion or lesser sanctions. These rules and regulations are published in Regulations for Non-Cadet Students for Fall and Spring Semester And All Students, Including Cadets, for Maymester or Summer School, which can be found online at: <https://web.citadel.edu/root/images/policies/regulations-for-non-cadets.pdf>

## Continuity of Instruction (COI)

## During a pandemic or catastrophic event, and after all face-to-face instruction has been suspended, communication for our class will continue to take place through Citadel email and The Citadel’s approved LMS. In the event of such an emergency, check your Citadel email account and The Citadel’s approved LMS course announcements for instructions.

## Course Incompletes

A grade of incomplete is assigned when course requirements have been very nearly met but for authorized reasons (illness, injury, family emergency, etc.) cannot be completed during the current semester. To be eligible for the grade of I, students must be passing at the time they are forced to terminate their participation in the course. Students who are not passing at the time they are forced to terminate their participation will receive the grade of F in the course. The grade of I must be removed within the first 30 class days of the next full semester, or the I becomes an F. The summer session will not be considered a semester in this case. Under extenuating circumstances, an extension may be awarded by the Associate Provost for Academic Affairs with the recommendation of the instructor. The removal of the Incomplete is the responsibility of the student. Students may not enroll in a course in which they currently have an I. A student is not eligible for Dean’s List or Gold Star awards until Incompletes are removed.

## Disability and Accessibility Accommodations

The Citadel strives to maintain a healthy and accessible environment to support student learning in and out of the classroom while also complying with Section 504 of the Rehabilitation Act and the Americans with Disabilities Act. If you anticipate or experience academic barriers based on your disability (including learning, mental health, chronic, or temporary medical conditions), please register with the Services for Students with Disabilities Office. Professional staff will evaluate your needs, support appropriate and reasonable accommodations, and prepare an Academic Accommodation Letter for faculty.

To get started or to re-initiate services, please visit [https://www.citadel.edu/ssc/disability-services/](https://nam10.safelinks.protection.outlook.com/?url=https%3A%2F%2Fwww.citadel.edu%2Fssc%2Fdisability-services%2F&data=05%7C02%7C%7C9598469b9e3d4b8d1c0a08dcde4242f1%7C960c1081d06341f8844b41d738db04a3%7C0%7C0%7C638629623367677387%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0%3D%7C0%7C%7C%7C&sdata=AFugcCpfo8e%2FlqXP%2B4%2BEVwLkaQmtbHAFINOKkCEiJNg%3D&reserved=0). You may contact the office at 843-953-6877 or by emailing disabilityservices@citadel.edu. After registration, make arrangements as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion.

## Emergency or Instructional Disruption

In case of adverse weather, or other campus instructional disruption, critical information will be posted on the Bulldog Alert homepage, as well as pushed to email addresses and phone numbers of those people who have updated their contact information within the Bulldog Alerts section of the Lesesne Gateway or The Citadel’s approved LMS. If you have not yet updated your contact information In Lesesne Gateway or set up course notifications within The Citadel’s approved LMS, you should do so immediately.

## Generative AI Statement:

**Content generated by Artificial Intelligence (AI) third-party services or sites (AI-generated content) without proper attribution or authorization is considered a form of plagiarism.**

*Clearly articulate your generative AI course policy.*

*This course specifically forbids the use of ChatGPT or any other generative artificial intelligence (GAI) tools at all stages of the work process, including preliminary ones. Violations of this policy will be considered plagiarism. Please draw your attention to the fact that different classes at The Citadel implement different AI policies, and it is the student’s responsibility to conform to expectations for each course and assignment before use.*

***OR***

*Certain assignments in this course may allow the use of generative artificial intelligence (GAI) tools such as ChatGPT. The default is that such use is disallowed unless otherwise stated. Any such use must be appropriately acknowledged and cited. It is each student’s responsibility to assess the validity and applicability of any GAI output that is submitted; you bear the final responsibility.* *Violations of this policy will be considered plagiarism. Please draw your attention to the fact that different classes at The Citadel implement different AI policies, and it is the student’s responsibility to conform to expectations for each course and assignment before use.*

*If you allow the use of generative AI tools on assignments, it is also best practice to ask students to include a design statement that will accompany their submission to document the process by explaining how they used generative AI.*

*Example: It is recommended to include only* ***relevant, specific, and instructor-approved*** *usage cases when asking students for design statements.*

|  |  |  |  |
| --- | --- | --- | --- |
| **How Generative AI was Used** | **Tool Used****(Chat GPT, Google Gemini, etc.)** | **How you edited the Generative AI output, if at all** | **Generative AI Conversation Link with Iterations, if available** |
| Topic selection |  |  |  |
| Brainstorming/ idea generation |  |  |  |
| Research |  |  |  |
| Source valuation |  |  |  |
| Outlining/planning |  |  |  |
| Drafting |  |  |  |
| Media creation |  |  |  |
| Peer review |  |  |  |
| Revising |  |  |  |
| Polishing |  |  |  |
| Other |  |  |  |

## Accessibility and Privacy Statements for Third-Party Tools

The Citadel is dedicated to protecting the privacy of students' personal information and ensuring a fully accessible learning environment. For a comprehensive list of technologies that may used in our courses, along with accessibility statements and privacy policies, please click the following link: <https://go.citadel.edu/ceitl/accessibility-privacy-statements-for-course-technologies/>.

## Copyright

*Example statement:*

*My lectures and course materials, including PowerPoint presentations, tests, outlines, and similar materials, are protected by U.S. copyright law. I am the exclusive owner of the copyright in those materials that I create. You may take notes and make copies of course materials for your own use. You may also share those materials with other students who are registered and enrolled in this course. You may not reproduce, distribute or display (digitally post/upload) lecture notes or recordings or course materials in any other way—whether or not a fee is charged—without my express written consent. You also may not allow others to do so.*

## Additional Instructor or Department Policies (Optional)

*Use this section to clearly communicate to students about such policies as the use of laptops/phones, tardiness, expectations related to group work, communication policies, missing class, safety requirements, or other course-specific policies.*