

**Title: Master Syllabi and Course Syllabi Policy and Procedure**

<input type="checkbox"/> <b>Initial Action:</b>	<b>3/7/12</b>
<input type="checkbox"/> <b>Board Resolution:</b>	<b>18/027, 24-071</b>
<input type="checkbox"/> <b>Last Revised</b>	
○ <b>Policy:</b>	<b>10/9/2024</b>
○ <b>Procedure:</b>	<b>10/9/2024</b>
<input type="checkbox"/> <b>Last Reviewed:</b>	<b>10/9/2024</b>
<input type="checkbox"/> <b>Effective:</b>	<b>12/5/2024</b>
<input type="checkbox"/> <b>Next Review:</b>	<b>10/9/2027</b>
<input type="checkbox"/> <b>Responsibility:</b>	<b>Academic Programs</b>

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**POLICY:**

**Definitions**

**Master Syllabi:** The master syllabus for a course is a framework upon which individual faculty members build the syllabus for their particular course sections. Approved by the Academic Affairs Committee and Academic Senate, Master Syllabi are available on my.cecil.edu and cecil.edu, and shall follow the format provided in the Syllabus Template, Appendix A.

**Course Syllabi:** A course syllabus contains information in addition to course description and learning outcomes provided in the Master Syllabus. For the sake of ensuring complete and consistent communication to students, the college has identified a set of items that all course syllabi are expected to contain. These items are described in the following procedure.

**PROCEDURE:**

The Academic Affairs Committee and Academic Senate will review and provide feedback on this policy/procedure every April, or as needed.

During a course's first session, students shall be as fully informed as possible concerning the course and its instructor—what the instructor's expectations are, how the instructor will determine grades, how and when the instructor may be contacted, when the assigned work is due, etc. This essential task shall be accomplished by distributing a course syllabus and discussing its contents in class. Each instructor is required to provide students with a course syllabus on the first day of class. The following items are **required**:

1. Course title and number
2. Credit hours/lab hours
3. Instructor's name
4. Instructor's office location, telephone number, and College email address
5. Office hours
6. Course description, including course schedule and tentative due dates for major assignments
7. Prerequisites and co-requisites
8. URL of the instructor's website (if applicable)

9. Required texts and materials
10. Recommended course texts and materials
11. Course meeting days and hours
12. Refund date
13. Withdrawal date
14. Attendance policy
15. Instructor's class cancelation and inclement weather processes
16. Student Learning Outcomes
17. Other course requirements
18. Final grade determination
19. Accommodations for Students with Disabilities
20. Statement on use of electronic devices and audio recording
21. Policies applicable to Academics

**Details:**

1. **Course title and number** (from *College Catalog*)  
(Note: If the course is co-listed, the Continuing Education course title and number should be added.)
2. **Credit hours** (from *College Catalog*); lab hours (if any)
3. **Instructor's name**
4. **Instructor's office location, telephone number, and College email address**  
(Note: In general, adjunct instructors do not have telephone extensions at the College. However, in an emergency, students may leave messages for adjunct instructors by calling the Office of Academic Programs. The office personnel will contact the instructor.)
5. **Office hours**  
(Note: Adjunct instructors may meet students immediately before and/or after class; this should be noted in syllabus.)
6. **Course description** (from *College Catalog*) and/or course rationale
7. **Pre-requisites and co-requisites** (from *College Catalog*)
8. **URL of the instructor's Web site, if applicable**  
(Note: If the instructor is using the Web site to convey course materials, this fact should be noted, along with detailed information on the use of the Web site. Academic Programs needs to be notified and grant permission for this)
9. **Required texts and other required materials**
10. **Recommended course texts and other recommended materials, if any**
11. **Course meeting days and hours** (from the current *College Schedule of Classes*)
12. **Refund date** (from the current *College Schedule of Classes*)
13. **Withdrawal date** (from the current *College Schedule of Classes*)
14. **Instructor's attendance policy**
15. **Instructor's class cancelation and inclement weather policy**: an explanation of how the class will proceed should class need to be canceled.
16. **Student Learning Outcomes**  
(Note: Student learning outcomes are broad goals for students to achieve in the course; they may be on a separate handout distributed during the first-class session. Depending on the course, the number of outcomes will vary. Student learning outcomes are found in the Master course syllabus.)

**17. Other course requirements**

(For example: Instructor's late assignment policy and missed tests and quizzes policy. Note: A detailed schedule of class assignments/learning activities may be on a separate handout distributed during the first-class session.)

**18. Final grade determination** (that is, how the terminal course grade is determined.

Instructors may include information on the Standards for a "C" Paper and/or how to request an "I" grade.)

**19. Accommodations for Students with Disabilities (details on Canvas, but statement remains)**

*The following statement must be used exactly as given below:*

If you are a student with a physical, medical, or mental health diagnosis, or learning disability that could impact your education, we want you to connect with Accessibility Services (<https://www.cecil.edu/student-resources/accessibility-services>) to help determine if you qualify for academic accommodations allowable under the Americans with Disabilities Act of 1990 and Section 504 of the Rehabilitation Act of 1973. If you had an IEP or 504 Plan in high school, you are strongly encouraged to register with Accessibility Services to arrange accommodations at Cecil College in the Technology Center TC D103A, 443-674-1993, [accessibilityservices@cecil.edu](mailto:accessibilityservices@cecil.edu). The following link is on Canvas under College Resources and Policies (Accessibility to Students with Disabilities):

<https://catalog.cecil.edu/content.php?catoid=6&navoid=986>

**20. Use of Electronic Devices and Audio Recording in the Classroom Statement**

*The following statement must be used exactly as given below:*

The use of electronic communications devices (cell phones, iPads, laptops, digital audio recording devices, etc.) in the classroom for both incoming and outgoing transmissions of a personal nature is prohibited. The instructor may authorize use of these devices as required by the nature of the course itself. Accessibility Services may also authorize use of these devices due to a disability related need in the form of an approved accommodation. A student with a disability may make an electronic transcript/audio recording of class lectures provided they are registered for accommodations with Accessibility Services and have been approved for an applicable accommodation by the Coordinator of Accessibility Services who will notify the course instructor that the making of an electronic transcript/audio recording of class lectures is permitted under the Americans with Disabilities Act.

Regarding Two Party Consent:

- For general transcription/recording, Maryland State Law requires the consent of every party to a conversation in order to make a lawful recording. Accordingly, the electronic recording of the class must not include class discussions, peer/group discussions, and any other student presentations.
- However, when a student has an approved accommodation through Accessibility Services for audio recording or transcription, state law does not trump the ADA mandate and the instructor only need inform the class that a recording of class lecture may occur. Students approved for an audio recording accommodation are required to sign an agreement indicating that they will only record lecture and will pause recording when other students are speaking. Should an individual student have an issue with class lecture being recorded, the instructor should refer them to Accessibility Services to discuss their concern. Students who do not abide by the signed agreement will meet with the Coordinator of

Accessibility Services for follow up to possibly being referred to the Code of Conduct Office for non-compliance.

The following policies and resources are pertinent to your enrollment at Cecil College and details can be found on Canvas or on [cecil.edu](http://cecil.edu): Accommodations for Students with Disabilities; Academic Integrity Policy; Sexual Misconduct and Title IX; Student Code of Conduct; Mental Health Resources and Support; and Campus Safety.

21. Policies applicable to Academics

The following link is on Canvas under College Resources and Policies:

<https://catalog.cecil.edu/content.php?catoid=6&navoid=986>

**The following statements may be used on the course syllabus as applicable to the course**

22. **Online course processes**

Secure testing for online coursework is offered through two modalities: the use of Respondus or video monitoring scheduled through the Cecil College testing center. Students taking an online course may be asked to post a photo within the class structure or LMS. Students who are unable to do this, should reach out to their instructor. The following link is on Canvas under College Resources (Download Respondus Lockdown Browser): [https://cecil.instructure.com/courses/5634/pages/download-respondus-lockdown-browser?module\\_item\\_id=151593](https://cecil.instructure.com/courses/5634/pages/download-respondus-lockdown-browser?module_item_id=151593)

23. **Use of Artificial-Intelligence (AI)-generated work.** Under no circumstances is AI-generated writing or re-writing acceptable. Students are expected to produce their own original work. Sometimes that work is supported by outside sources, which must be openly, properly, and ethically documented in a manner authorized by your course instructor. If your instructor permits use of AI for some other purpose than writing or editing, that use must be cited. It is important to remember that while AI can be a useful tool, AI chatbots have limitations and can contain bias, as well as inaccurate or fabricated information and sources. The bottom line is all students are 100% responsible for the outcome, integrity, and authenticity of their final product, so ideas and materials must be critically evaluated and checked, facts must be true, and sources must be properly attributed. Please also note that Grammarly, a popular app for proofreading grammar and spelling, is AI-powered and has been updated to offer users assistance in rewriting. Be warned that this is not acceptable. College policies regarding academic integrity apply equally to Grammarly, as well as to other writing-assistance apps and programs.

**OR**

Use of Artificial-Intelligence (AI)-generated work.

Students are expected to produce their own original work, sometimes that work is supported by outside sources, which must be openly, properly, and ethically documented in a manner authorized by your course instructor. This documentation includes any AI-generated ideas and material. It is important to remember that while AI can be a useful

tool, AI chatbots have limitations and can contain bias, as well as inaccurate or fabricated information and sources. All students are 100% responsible for the outcome, integrity, and authenticity of their final product, so ideas and materials must be critically evaluated and checked, facts must be true, and sources must be properly attributed.

**Optional - Full Version of Items 24 through 28 are on Canvas, but may be included in your syllabus as needed**

**24. Academic Integrity Policy Statement**

*The following statement must be used exactly as given below:*

Cecil College adheres to the highest standards of academic integrity. Students at Cecil College are expected to maintain that high standard by taking responsibility for their own academic success and achievement. All forms of academic dishonesty are serious offenses, will not be tolerated, and could lead to sanctions up to and including expulsion from the college. The students, faculty, and staff of Cecil College share an obligation to participate in the academic life of the College in a responsible and intellectually honest manner. As members of the Cecil community, students have responsibilities and duties commensurate with their rights and privileges. One of these responsibilities is to be honest and forthright in their academic work. To falsify the results of one's work, to steal the words or ideas of another, or to cheat on an examination corrupts the academic process. Academic Integrity is a critical component of continued membership in the College community. The following link is on Canvas under College Resources and Policies (Academic Integrity):

<https://catalog.cecil.edu/content.php?catoid=6&navoid=986>

**25. Cecil College Course Attendance Policy**

Punctual and regular attendance is expected from all students related to enrolled classes and is considered by the College as an integral and vital aspect of the learning process. , participation, in-class work, grades, and any assignments, exams, quizzes within the parameters of this policy. Cecil College attendance policy: link to cecil.edu

**26. Statement on Sexual Misconduct and Title IX**

Cecil College is committed to maintaining a learning and working environment free from any form of Sexual Misconduct, including sexual and gender-based harassment or discrimination, sexual violence, dating violence, domestic violence, sexual exploitation and sexual intimidation. Cecil College prohibits and will not tolerate Sexual Misconduct. Sexual Misconduct is a form of sex discrimination prohibited by state and federal laws, including Title IX of the Education Amendments of 1972 as amended ("Title IX") and Title VII of the Civil Rights Act of 1964 as amended, and also may constitute criminal activity. Cecil College is committed to supporting students who have been the victim of gender-based harassment or sexual misconduct on the Cecil College campus. An individual who has questions or wishes to report a concern or complaint relating to violations of the sexual misconduct policy may do so by contacting the Cecil College Title IX Deputy Coordinator for Students: Cheryl Davis-Robinson, Director of Student Life, [cadavis@cecil.edu](mailto:cadavis@cecil.edu), Technology Center TC D114C, 443-674-1988 or the Title IX Coordinator: Dr. Kimberly Joyce, Vice President for Student Services and Enrollment Management, [kjoyce@cecil.edu](mailto:kjoyce@cecil.edu), Community Cultural Center CCC A117, 410-287-1022. The following link is on Canvas under College Resources and Policies (Title IX):

<https://catalog.cecil.edu/content.php?catoid=6&navoid=986>

## 27. Statement on Student Code of Conduct

Students enrolled at Cecil College are expected to demonstrate honesty, responsibility, civility, and respect at all times. These values are essential to the learning environment and are expected to be exhibited in conduct in all areas of the College grounds, including classrooms and labs and College sponsored events. All students are subject to disciplinary sanctions, up to and including expulsion from the College, as detailed in the Student Code of Conduct. <https://www.cecil.edu/campus-life/student-codes-standards>. Questions about the Student Code of Conduct should be directed to Cheryl Davis-Robinson, Director of Student Life, in the Student Life Office, Technology Center TC D114C or via email at [cadavis@cecil.edu](mailto:cadavis@cecil.edu). The following link is on Canvas under College Resources and Policies (Title IX):

<https://catalog.cecil.edu/content.php?catoid=6&navoid=986>

## 28. Mental Health Resources and Support

For mental health resources and support, please email [wellbeing@cecil.edu](mailto:wellbeing@cecil.edu) or visit <https://www.cecil.edu/student-resources/need-based-resources/mental-health-resources-support> for additional resources.

If you or someone you know is experiencing a crisis and need immediate assistance, please do not rely on email as it may not provide the timely help that is needed. Instead, consider the following options:

- **Call emergency services.** You can dial 911 or the local emergency services number at (443) 406-1370 (Union Hospital) to get immediate assistance for medical, psychological, or other urgent issues.
- **Call a crisis hotline.** You can call The National Suicide & Crisis Hotline at 988 or The Eastern Shore Crisis Hotline at (888) 407-8018.

*You at College*

YOU have the power to shape your own college experience! Getting enough sleep, caring for your mental and emotional health, having access to healthy food, and other factors all contribute to your success in this class and at Cecil College. Visit <http://you.cecil.edu/> to learn more about campus resources and how to set yourself up for well-being and success.

## **Additional Optional Information for Syllabi: (posted on LMS for students)**

### 29. Library, Community Cultural Center CCC, Building A, 2<sup>nd</sup> Floor

The Library is your solution center as you navigate through your college career. Library resources include course textbooks on reserve for in-library use; computer access; free printing, copying and scanning; books and e-books; online databases full of scholarly articles and more; headphones and phone chargers for in-library use; three reservable study rooms; and much, much more. Need help finding that perfect book or article for your paper? Need help creating citations in APA, MLA or AMA format? Have any other questions? Don't hesitate to ask a librarian! Email: [library@cecil.edu](mailto:library@cecil.edu); Phone: 410-287-1005; Walk-ins welcome! One-on-one appointments can also be made with Melissa D'Agostino, Instructional Librarian at <http://mdagostino.youcanbook.me>.

### 30. The Academic Success Center, Engineering & Math EMB, Building G, 3<sup>rd</sup> Floor

The Academic Success Center (ASC) is available to all students and provides free tutoring

for students in math, reading, and writing as related to courses offered at Cecil College. The staff is experienced and can explain concepts, making sure students understand what they are learning. The Academic Success Center is located on the North East Campus in the Engineering & Math Building EMB G310. Please see [www.cecil.edu](http://www.cecil.edu) for details

<https://www.cecil.edu/student-resources/academic-support>.

## Appendix A

### **Master Course Syllabus**

**(Heading is typed in Times New Roman 14 pt. bold, upper and lower case)**

The rest of the document is typed in Times New Roman 12 pt.

**Date Prepared:** Fill in date here

**Prepared by:** Name and terminal degree

**Course Title:** Fill in course title here **(Maximum 35 characters)**  
**If this course fulfills a General Education requirement, note this in parentheses after the course title)**

**Course Number:** Insert course number or course prefix and XXX if new

**Lecture Hours:** Fill in total lecture hours

**Laboratory Hours:** Fill in total laboratory hours

**Course Contact Hours:** This is the total lecture hours *plus* total lab hours

**Credit Hours:** Every 15 contact hours of lecture = 1 credit hour  
Every 30 contact hours of lab = 1 credit hour  
Every 45 contact hours of practicum, internship, clinical, externship, or other instructional situations = 1 credit hour

**Pre-requisites:** List pre-requisite courses here

**Co-requisites:** List co-requisite courses here

#### **Course Description:**

**Course title in bold** and then the course description in regular type

The course description should summarize the topical outline and learning outcomes.

Assignment descriptions should be placed in the outcomes below instead of in the course description.

## **Credit Hour Information**

*At Cecil College, for all credit courses, students are expected to spend a minimum of 45 hours of 50 minutes each of combined instructional time and related coursework time per credit hour. For this course, the following applies:*

[Insert appropriate table from Credit Hour Templates document]

## **Topical Outline**

**(Heading is typed in Times New Roman 14 pt. bold, upper and lower case)**

**The topical outline always begins on a new page**

Only the first word and proper nouns should be capitalized in the topical outline. All text except the page header should be in Times New Roman 12 pt.

- I. First topic
  - A. First subtopic
  - B. Second subtopic, etc.
    - 1. Further subtopics
    - 2. Further subtopics



## Assessment

<b>Course-Level Outcomes/Goals</b> <i>Students will:</i>	<b>Indicators</b> <i>Students will:</i>	<b>Sample Assessment Tasks</b>
<p>1. <i>Learning goals are clear, observable outcomes that focus on skills. They are relevant, short, and are appropriate for achievement within a course. Identify the important things you want students to learn.</i></p>	<p>1.1 Indicator 1.2 Indicator 1.3 Indicator</p> <p><i>The assessment plan includes a partial list of verbs that can be used to clearly state indicators that can be assessed. Choose verbs which clearly indicate the observable behavior you expect from students.</i></p>	<ul style="list-style-type: none"> <li>• Sample assessment task</li> <li>• Sample assessment task</li> <li>• Sample assessment task</li> </ul> <p><i>Assessment tasks should be related to the module-level learning outcomes in the second column. It is not necessary to have a sample assessment task for each outcome.</i></p>
<p>2. <i>Course-level learning goals should help students achieve program and/or general education learning goals.</i></p>	<p>2.1 Indicator 2.2 Indicator 2.3 Indicator</p> <p><i>The assessment plan includes a partial list of verbs that can be used to clearly state indicators that can be assessed.</i></p>	<ul style="list-style-type: none"> <li>• Sample assessment task</li> <li>• Sample assessment task</li> <li>• Sample assessment task</li> </ul> <p><i>Assessment tasks should be related to the module-level learning outcomes in the second column. It is not necessary to have a sample assessment task for each outcome.</i></p>
<p>3. <i>We recommend that you identify no more than six learning goals per course. Goals are not intended to identify every detail of the course; instead, they should identify the key take-aways of the course.</i></p>	<p>3.1 Indicator 3.2 Indicator 3.3 Indicator</p> <p><i>See list of verbs that can be used in clearly stating indicators that can be assessed.</i></p>	<ul style="list-style-type: none"> <li>• Sample assessment task</li> <li>• Sample assessment task</li> <li>• Sample assessment task</li> </ul> <p><i>Assessment tasks should be related to the module-level learning outcomes in the second column. It is not necessary to have a sample assessment task for each outcome.</i></p>

<b>Course-Level Outcomes/Goals</b> <i>Students will:</i>	<b>Indicators</b> <i>Students will:</i>	<b>Sample Assessment Tasks</b>
<p>4. <i>Learning goals are clear, observable outcomes that focus on skills. They are relevant, short, and are appropriate for achievement within a course. Identify the important things you want students to learn.</i></p>	<p>4.1 Indicator 4.2 Indicator 4.3 Indicator</p> <p><i>The assessment plan includes a partial list of verbs that can be used to clearly state indicators that can be assessed. Choose verbs which clearly indicate the observable behavior you expect from students.</i></p>	<ul style="list-style-type: none"> <li>• Sample assessment task</li> <li>• Sample assessment task</li> <li>• Sample assessment task</li> </ul> <p><i>Assessment tasks should be related to the module-level learning outcomes in the second column. It is not necessary to have a sample assessment task for each outcome.</i></p>
<p>5. <i>Course-level learning goals should help students achieve program and/or general education learning goals.</i></p>	<p>5.1 Indicator 5.2 Indicator 5.3 Indicator</p> <p><i>The assessment plan includes a partial list of verbs that can be used to clearly state indicators that can be assessed.</i></p>	<ul style="list-style-type: none"> <li>• Sample assessment task</li> <li>• Sample assessment task</li> <li>• Sample assessment task</li> </ul> <p><i>Assessment tasks should be related to the module-level learning outcomes in the second column. It is not necessary to have a sample assessment task for each outcome.</i></p>
<p>6. <i>We recommend that you identify no more than six learning goals per course. Goals are not intended to identify every detail of the course; instead, they should identify the key take-aways of the course.</i></p>	<p>6.1 Indicator 6.2 Indicator 6.3 Indicator</p> <p><i>See list of verbs that can be used in clearly stating indicators that can be assessed.</i></p>	<ul style="list-style-type: none"> <li>• Sample assessment task</li> <li>• Sample assessment task</li> <li>• Sample assessment task</li> </ul> <p><i>Assessment tasks should be related to the module-level learning outcomes in the second column. It is not necessary to have a sample assessment task for each outcome.</i></p>

Indicate which of the following General Education Student Learning Outcomes this course contributes to

<b>Goal Number</b>	<b>Competency</b>	<b>Contributes to (check)</b>
I	Critical Thinking	
II	Arts and Human Cultures	
III	Written and Oral Communication	
IV	Information Literacy	
V	Technological Skills	
VI	Quantitative and Scientific Reasoning	

Indicate the Program Learning Outcomes this course contributes to (add rows as necessary):

<b>Goal Number</b>	<b>Competency</b>	<b>Contributes to (check)</b>