

# **BUFFALO STATE COLLEGE**

## **DIRECTORY OF POLICY STATEMENTS**

Policy Number: I:02:00

Date: March 1987

SUBJECT: **Course Procedures and Grading Policies**

### **ORIGINAL POLICY**

Faculty must provide some basic information to students during the first week of classes. Please make your statements clear, concise, and appropriate to the specific course for which it is intended. If the same procedures apply to several courses, you may use one statement and indicate the multiple sections/courses. Copies must be supplied to the department chair and dean during the first week of class. Please address the following issues:

#### **ATTENDANCE**

1. Please indicate whether regular attendance is required, requested, optional, etc.
2. Please indicate the specific consequences of unexcused absences from class (e.g., lower grades, request for explanation, expectation that the work will be made up, or action consistent with the total course performance etc.).

#### **COURSE FORMAT**

1. Please indicate course requirements (.e.g., readings, discussion written papers, field work, etc. as appropriate). Be specific.
2. Include topical outline, texts, and a discussion of course assignment

#### **EVALUATION**

1. Please indicate the basis on which the grade in the course will be assigned and the relative weight of each (e.g., tests, number and frequency), class work, written work, performance outside activity (number of hours and location), instructor assessment, etc., as appropriate).

#### **OTHER CONSIDERATIONS**

Include here any other information which will help the student to understand what is expected of him/her and/or what may be expected of the course and instructor.

**UPDATE: Source of Information: *Faculty Handbook 2005, Academic Affairs***

## **Course Syllabus**

A syllabus is among the materials an instructor will distribute to students during the first week of classes each semester. It provides an outline of instructor/ student / course learning outcomes / expectations and requirements. Syllabi are kept on file in department and deans' offices each semester.

Sample syllabus topics are included here for your reference in developing syllabi for your courses. These topics are universally pertinent to effective classroom management and communication with students. Instructors will add to the content of their syllabi as individual courses, disciplines, and departments require. Department chairs should provide further guidance and requirements for syllabi content as part of the chairs' training for instructors.

## **Syllabus statements**

### **Class attendance policy**

Class attendance policy is established by the individual instructor. Indicate whether regular attendance is required, requested, optional, etc., and indicate the specific consequences of unexcused absences from class, e.g., lower grade, request for explanation, expectation that the work will be made up, or action consistent with the total course performance, etc. The instructor is required to distribute copies of his or her attendance policy to each student within the first week of class. Copies must be filed with the department chair and dean. See *DOPS* for more information.

### **Sample syllabus topics as an example**

#### **Course information**

- Course prefix, number, name, category under General Education 2000 requirements, writing intensive (where appropriate), and diversity (where appropriate) (e.g., ENG 101, College Write I).
- Meeting location, times (e.g., Bacon 205, MWF 10:00-10:50 a.m.)
- Instructor name, office location, office hours, phone, e-mail and Web address.
- Department.

#### **Purpose of the course**

Typically a one-sentence statement, e.g., This course will initiate students into all phases of the writing process and prepare students for College Writing II.

#### **Learning outcomes**

e.g., Through this course students will: (list objectives in bullet format)

- Become aware of and experience all phases of the writing process.
- Study and write expository and analytic prose.
- Study and practice patterns of organization.
- Study and understand the features of good writing.

- Learn and apply written rhetorical strategies.
- Learn and apply essay structure.

### **Class participation, grading, and evaluation**

Describe course requirements and instructor's expectations of students. Include in this section the following:

- “Procedures Regarding Disruptive Individuals” – “Disruptive behavior by students in my class will not be tolerated. Whenever I deem a student to be acting in a disruptive or threatening manner, I will exercise my right to ask that individual to leave the classroom. If refused, I will exercise my right to notify University Police. The responding officer will determine whether an arrest should be made or whether a referral to medical or counseling staff is appropriate. If a student is perceived as a danger to himself, herself, or others, the dean of students may propose an interim suspension until a hearing is held. Any student removed from class will have the right to a hearing.”  
[See [www.buffalostate.edu/offices/stuaffr/academicpolicies/codeofrights.html](http://www.buffalostate.edu/offices/stuaffr/academicpolicies/codeofrights.html)],
- ethical standards, attendance policy, grading policies, evaluation including final evaluation, and
- statement on Students with Disabilities (“Any student who requires accommodations to complete the requirements and expectations of this course because of a disability is invited to make his or her needs known to the instructor and to the director of the disabilities Service Office, 120 South Wing, 878-4500.”)  
[See [www.buffalostate.edu/offices/disabilityservices/fac-syllabus.htm](http://www.buffalostate.edu/offices/disabilityservices/fac-syllabus.htm)].

Faculty should expand this section according to departmental requirements, discipline, and course requirements.

**Other considerations:** religious holidays, military leave