

## **Constructing Your Online Course Syllabus**

### **Checklist and Template**

*Updated November 2020*

The attached **checklist** and **template** are designed to assist all instructors in constructing a syllabus for an online course. This document outlines the information you should include in your syllabus along with explanations and suggestions for use.

**Your syllabus and, if relevant, online course shell/site should ideally be complete at least one month prior to the beginning of the course.**

**The syllabus must be distributed to students by or on the first day of class.** If possible, you should distribute it one to two weeks before the first class. This gives students the opportunity to review what is expected of them.

If you are teaching an online course for the first time, please make an appointment with IDTS ([sci-idts@comminfo.rutgers.edu](mailto:sci-idts@comminfo.rutgers.edu)) two to three months prior to the beginning of the semester so you have adequate time to prepare your course.

More details about syllabus development and effective teaching practices may be found at:

- **SC&I IDTS**
  - <https://idts.comminfo.rutgers.edu/>
- **Center for Teaching Advancement and Assessment Research**
  - <http://ctaar.rutgers.edu/>
- **Teaching Assistant Project**
  - <http://taproject.rutgers.edu/>

## Online Course – Syllabus Review Checklist

**You can use this checklist to make sure you have all required elements in your syllabus.**

CATEGORY		DESCRIPTION
<b>Instructor Information</b>	Contact Information	Your name and contact information <ul style="list-style-type: none"> <li>• Email</li> </ul> Rutgers email is the University required communication tool, but we know there are many other ways to communicate with students in courses.  List all of your contacts you are willing to use <ul style="list-style-type: none"> <li>• Phone</li> <li>• Video conferencing               <ul style="list-style-type: none"> <li>○ Zoom</li> <li>○ Webex</li> <li>○ Skype</li> <li>○ Canvas Conferences (BigBlueButton)</li> </ul> </li> </ul>
	Response Time	The turn-around time for returning email correspondence, voice mail messages, assignments, etc. <ul style="list-style-type: none"> <li>• The days and times you will monitor your listed modes of communication</li> <li>• Be explicit about your availability (e.g., I will not check email after 5:00 PM ET; my email turnaround time may be longer on weekends and holidays, etc.)</li> </ul>
	Office Hours	The way you will handle those items usually addressed during office hours <ul style="list-style-type: none"> <li>• Times you will be available for questions</li> <li>• The virtual location for course-related questions               <ul style="list-style-type: none"> <li>○ Examples                   <ul style="list-style-type: none"> <li>▪ Canvas “Got Questions” discussion forum</li> <li>▪ Canvas Chat</li> <li>▪ Canvas Conferences (BigBlueButton)</li> <li>▪ Zoom/Webex</li> </ul> </li> </ul> </li> </ul>
	Biographical Information	An overview of your education, scholarship, advising responsibilities, administrative roles, and/or philosophy
	Commitment to Students	Your stated commitment to working with your students <ul style="list-style-type: none"> <li>• This is the piece that can be critical to helping students "feel connected" to you and the class.</li> </ul>
<b>Course Information</b>	Catalog Description	<a href="#">Approved University catalog description of the course</a>
	Course Description	<a href="#">Approved catalog description of the course</a>
	Prerequisite Knowledge	Pre- and co-requisites

CATEGORY		DESCRIPTION
<b>Course Information</b>	Course Learning Objectives	<p>Student-focused statements that are measurable</p> <ul style="list-style-type: none"> <li>• <a href="#">Approved learning objectives for the course</a></li> <li>• Statements that usually begin with, “After completing this course, students will be able to...”</li> <li>• Clear link between the learning objectives and outcomes with course activities and assessments</li> </ul>
	Rutgers Core Curriculum Learning Goals	<p>Core Curriculum learning goals met by this undergraduate course</p> <ul style="list-style-type: none"> <li>• If you don't know if the course you're teaching has been certified as a Core Curriculum course, please contact your program director or Sharon Stoerger (<a href="mailto:sharon.stoerger@rutgers.edu">sharon.stoerger@rutgers.edu</a>).</li> </ul>
	Instructional Learning Objectives (optional)	Instructor goals and expectations about student learning outcomes for the course
	Course Technology Requirements	<p>Hardware and software needed to successfully complete the course</p> <ul style="list-style-type: none"> <li>• Specifications needed for laptop/computer</li> <li>• A list of required software or online platforms that will be used in the class</li> <li>• Any links to instructions or tutorials on the use of software/platforms</li> <li>• Contact information for IT support (e.g., <a href="#">Canvas Help Desk</a>, <a href="#">SC&amp;I IT Services</a>)</li> </ul>
	Learning Management System (LMS) – Canvas	<p>Information about the Canvas site for the course</p> <ul style="list-style-type: none"> <li>• A link to the Canvas course site</li> <li>• Canvas Help Desk Support <ul style="list-style-type: none"> <li>○ Email: <a href="mailto:help@canvas.rutgers.edu">help@canvas.rutgers.edu</a></li> <li>○ Phone: 877-361-1134</li> </ul> </li> <li>• Canvas Tutorials for Students <ul style="list-style-type: none"> <li>○ <a href="#">Getting Started in Canvas for Students</a></li> <li>○ <a href="#">Student Orientation Tutorial (Self-Paced)</a></li> </ul> </li> </ul>
<b>Course Assignments and Activities</b>	Readings	<p>Major readings for the course</p> <ul style="list-style-type: none"> <li>• Textbooks, with edition and ISBN numbers</li> <li>• Information on how to purchase required materials</li> <li>• Access to electronic course readings</li> </ul>
	Methods of Assessment	<ul style="list-style-type: none"> <li>• Course grading scale (A = ?, B = ?, etc.), indicating numbers and letter grade</li> <li>• List of assignments/exams with description and point/percent value</li> <li>• Rubrics, descriptive grading criteria, etc.</li> </ul>
	Grading Scale	Course grading scale (A = ?, B = ?, etc.), indicating numbers and letter grade
	Key Assignments	A list of key assignments for the course with a description and the point or weight values for each.

CATEGORY		DESCRIPTION
<b>Course Assignments and Activities</b>	Course Calendar and Schedule	<ul style="list-style-type: none"> <li>• Unit/week dates</li> <li>• Topic(s) of unit/class/week</li> <li>• Assigned readings and/or other work to be completed before the class session</li> <li>• Due dates for major assignments and exams</li> </ul>
<b>Policies</b>	Course Policies	<ul style="list-style-type: none"> <li>• Late work, re-submissions, extra credit, etc.</li> <li>• Attendance/participation</li> <li>• Academic integrity</li> <li>• Student conduct</li> </ul>
<b>Student Support Resources</b>	Services at Rutgers	<ul style="list-style-type: none"> <li>• Library Resources</li> <li>• <a href="#">Rutgers Learning Centers</a></li> <li>• Students with Disabilities</li> <li>• My SSP, Student Support Program</li> <li>• Student-Wellness Services</li> </ul>
	Services at SC&I	<ul style="list-style-type: none"> <li>• Student Services</li> <li>• IT Services</li> </ul>

Checklist prepared by Sharon Stoerger  
Updated November 12, 2020



**School of Communication and Information**  
**Course Title**  
**Course Number**  
**Semester and Year**

## **Online Syllabus Template**

*Course Delivery:* Online  
*Course Website:* Give URL of Course Management System site (i.e..  
<http://canvas.rutgers.edu>)

*Instructor:* FirstName LastName  
*Email:* [user@email.com](mailto:user@email.com)  
X-hour turnaround on email correspondence (for online courses, it is recommended that it be 24-hour turnaround)

*Office Phone:* xxx-xxx-xxxx  
*Office Hours:* Day, time, virtual location, etc.

*Instructional Asst:* If relevant - FirstName LastName  
*Email:* user@email.com  
X-hour turnaround on email correspondence (for online courses, it is recommended that it be 24-hour turnaround)

*Office Phone:* xxx-xxx-xxxx  
*Office Hours:* Day, time,; or live chat in online course by appointment; etc.

### **Biographical Information about the Instructor**

*What this is:* Students often appreciate an overview of your education, scholarship, advising responsibilities, administrative roles, and/or philosophy.

### **Commitment to Students**

*What this is:* Your stated commitment to working with your students. This is the piece that can be critical to helping students "feel connected" to you and the class.

### **Catalog Description**

*What this is:* The description of the course as it appears in the [University catalog](#), or a slightly modified version of it.

## Course Description

*What this is:* This is a description of the content of the course as it was approved. You should be able to find this information on the [SC&I website, under "Courses."](#)

**IMPORTANT:** Plans to teach the course in a manner that deviates significantly from the approved description should be discussed with the program curriculum committee, director, and/or department chair.

You may wish to include text in your syllabus that describes your personal approach to the course (i.e., instructor learning objectives). This is fine, as long as it is in addition to, and not in place of, the catalog description, and both are labeled.

## Pre- and Co-requisites

*What this is:* The number and title of any prerequisite and co-requisite courses, and other prerequisites for enrollment, as listed in the catalog or on the SC&I website.

The best place to find the pre- and co-requisites is in the [courses list of the SC&I website](#).

In some semesters some courses or sections may have special stipulations, such as "this section open only to juniors," or "enrollment by special permission number only." Your program director should let you know about these and you can find them on the [Online Schedule of Classes](#). Go to <http://sis.rutgers.edu/soc/> and put in your course number.

## Course Learning Objectives

*What this is:* Goals for what students completing the course will know, think, and do. The approved learning objectives for each course are part of the curriculum review process in the school and should be available to you from the program director.

The learning objectives should include specific and verifiable statements of how students will demonstrate the knowledge, attitudes, and skills they developed as a result of completing the course. The objectives might suggest what students will be able to identify, explain, examine, compare/contrast, evaluate, test, report on or create by the end of the course. It does not include what students will do as a part of taking the class such as read articles or write papers. Note that the words "understand" and "know" are considered vague as learning objectives because they are not measurable in and of themselves.

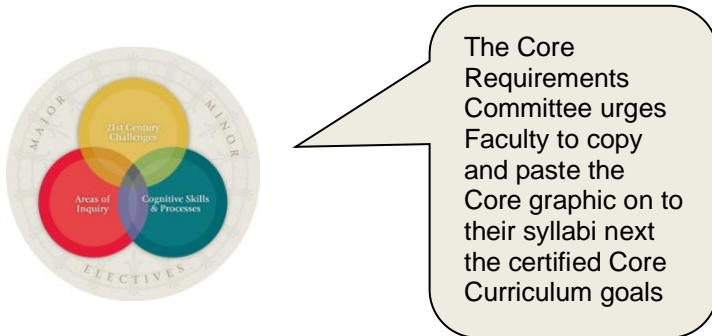
The learning objectives section typically begins with the statement "By the end of the course, students will be able to..." and then lists three to five key objectives for the course. It is not meant to be a comprehensive list of everything students will learn. The course learning objectives are active and measurable statements and are listed in the order of Bloom's taxonomy from lowest order (knowledge) to highest order (create).

Additional resources on Learning Objectives and Bloom's Taxonomy can be found by:

- Contacting SC&I's Instructional Design and Technology Services (IDTS)
  - [sci-idts@comminfo.rutgers.edu](mailto:sci-idts@comminfo.rutgers.edu).
- Reviewing the many resources available about developing learning outcomes and assessment strategies on the website of Rutgers' Center for Teaching Advancement and Assessment Research (CTAAR):
  - <http://ctaar.rutgers.edu/assessment/resources.html>

## Core Curriculum Learning Goals (if applicable)

*What this is:* Core Curriculum learning goals met by this course.



If you don't know if the course you're teaching has been certified as a Core Curriculum course, please contact your program director or Sharon Stoerger ([sharon.stoerger@rutgers.edu](mailto:sharon.stoerger@rutgers.edu)).

## Instructional Objectives (optional)

*What this is:* The goals the instructor has for him/herself in teaching the course.

These are statements of what the instructor expects to present, demonstrate, introduce, review, discuss, or explain.

## Course Technology Requirements

*What this is:* Details about any technology – hardware and software – students will need to participate in and successfully complete the course.

- Specifications needed for laptop/computer
- A list of required software or online platforms that will be used in the class
- Any links to instructions or tutorials on the use of software/platforms
- Contact information for IT support (e.g., [Canvas Help Desk](#), [SC&I IT Services](#))

## Learning Management System (LMS) – Canvas

*What this is:* Information about your use of Canvas or other electronic supplements. Fully online courses at SC&I should be using the **Canvas** LMS.

You can use text such as this:

This is a fully online course that can be accessed through the Rutgers Canvas site at:

<https://onlinelearning.rutgers.edu/canvas>

You will need your Rutgers NetID username and password to log into Canvas.

Students having login problems or need technical assistance are welcome to contact the Canvas Help Desk:

- Email: [help@canvas.rutgers.edu](mailto:help@canvas.rutgers.edu)
- Phone: 877-361-1134

Resources are available to help students learn how to use the Canvas LMS:

- Student Orientation Tutorial (self-paced)
  - <https://rutgers.instructure.com/courses/35>
- Getting Started in Canvas for Students
  - <https://canvas.rutgers.edu/students/getting-started-in-canvas-students/>

## Major Readings

*What this is:* The list of all required texts, and how to obtain them. You may also include the list of recommended texts.

A centralized system of book ordering and ISBN number identification has been developed to conform with federal reporting requirements. All book orders MUST be reported to [Barnes and Noble University bookstore](#), although you are NOT required to order from them.

If there is a textbook, you should indicate the edition of the book(s), the ISBN numbers, and edition.

For articles, make sure to include enough information that students will be able to locate the article.

If you choose to organize the readings alphabetically, you will need to indicate in another section – e.g., under Organization/Course Schedule or Assignments – which readings should be completed for which class meetings. Alternatively, you may want to arrange the readings chronologically.

**You should make clear what participation online is required of students and how you will use the online course supplement.**



## Methods of Assessment and Grading

*What this is:* Tasks that the students must complete for the course, the corresponding learning objectives and the weight of the assignment. An assignment may align with one or several learning objectives, and an assignment may be deconstructed into stages.

Assignment	Corresponding Course Learning Objective	Weight
Title of Assignment	Indication of which # course learning objective(s) the assignment corresponds with	% or pts.
Title of Assignment 2 Part A: Title (% or pts.) Part B: Title (% or pts.)	Indication of which # course learning objective(s) the assignment corresponds with	% or pts.
TOTAL		100% or pt. total

Make sure to include due dates and exam dates in the Course Schedule section.

This area can also be a great place to indicate your policy or policies on:

- late submissions
- re-submissions
- extra credit, etc.

### Rubrics

Faculty members may choose to create their own assessment rubric for a class to help them evaluate student achievement. That rubric may include numerical grades. However, every instructor should make it clear to students at the beginning of the semester, on the syllabus given out on the first day of class, how the numerical grades he/she assigns will ultimately translate into a letter grade.

#### ***Rubric Example:***

Criteria	Beginning	Developing	Accomplished	Exemplary	Total
<b>Paper Focus: Purpose/ Position (Thesis)</b>	<b>15-16 points</b>	<b>17-19 points</b>	<b>20-22 points</b>	<b>23-25 points</b>	/25
	Research paper's central purpose or position statement is generally unclear and paper lacks focus overall.	Research paper's central purpose or position statement is somewhat unclear and needs to be developed further; focal point is not consistently clear.	Research paper's central purpose or position statement is apparent and is the focal point of the paper for the most part but may digress from it on occasion.	Research paper's purpose or position statement is well-developed, readily apparent, and clearly stated. Consistently maintains the focal point throughout the paper.	

### **Additional Resources**

Additional resources on course and assignment creation, alignment, and rubrics are available at:

- Instructional Design and Technology Services (IDTS)
- Website: <https://idts.comminfo.rutgers.edu/>
- EMAIL: [sci-idts@comminfo.rutgers.edu](mailto:sci-idts@comminfo.rutgers.edu).

## **Grading Scale**

*What this is:* An indication of the grade scale that will be used for the course.

### **Standard Grades**

Rutgers SC&I allows the following standard grades: A, B+, B, C+, C, D (undergraduate only, not available for graduate students), and F. An F is used for failing work or for a student who has stopped attending class without formally withdrawing.

There is no policy at the university, school, or departmental level regarding how numerical scales should be constructed, how many points should be assigned to any particular type of assignment or exam, or how many points should qualify for any particular letter grade. Because each faculty member may create his or her own rubric, it may be the case that in different classes, different numbers of points correspond to different letter grades. Students sometimes construe this difference to imply that it is easier to get a better grade in one course than another based on the scales (e.g., where a 90 is the cut-off for an A versus when 92 is the cut-off for an A), even though it is obviously not true.

### **Grade Distribution**

There is no policy at the university, school, or departmental level regarding the required grade distribution for any class.

### **Temporary Grades and Incompletes**

- Use **temporary grades** in special circumstances when you are willing to allow a student to hand in additional work after the end of the semester. The T/ grade you hand in should be the grade the student has actually earned to date at the end of the semester, and then you can change the grade (upwards) if the student hands in the additional work and it positively affects their grade.
- An **incomplete, IN**, can only be assigned to a **graduate student** who due to unforeseen, and generally emergency, circumstances cannot finish coursework within the given semester; the student then has extra time to complete the coursework and have the grade changed or else the incomplete becomes permanent.

## **Key Assignments**

*What this is:* A listing of the key assignments for the course that can be either concise descriptions (with additional handouts made available later), or the full details of assignments. Also included is the grading weight of the assignment.

**Example:**

**Assignment name (X% or Xpts.):** Concise, approximately 1-2 paragraph description or full details.

If you have requirements about what information students should put on their assignment cover sheets, such as their own name, your name, the course number, the semester, etc., be sure to be explicit about this. If the assignment will be deconstructed into “stages” (e.g., stages for completing a research paper or a collaborative project), please include information about the stages and how each stage will be graded (points or % of overall assignment).

Either as part of your syllabus or in separate handouts you should indicate your grading rubric, a clear list of the criteria you will use to assess all student work. The criteria for assessments should be based on and aligned with the stated course learning objectives.

If you can give examples of the difference between work that would earn an A, B, C, D, or F that is helpful. Here is an example in standard rubric format that indicates one criterion for a research paper that’s being graded on a 100 point scale:

You should state the relative weight of each assignment/exam in calculating the final grade.

## **Course Calendar and Schedule**

*What this is:* A description of how you will organize the course.

You should list the topics to be covered during the semester in chronological order.

You may choose to integrate the list of topics with a course calendar that lists class meetings, in which case the topics would be listed class-by-class or week-by-week. If you list the topics to be covered without assigning them to specific dates, you will also need to list a class calendar.

Your syllabus should include a course calendar that lists all online time periods, readings to be done for those periods with clear indications of when you expect readings to be done, assignment due dates, and quiz and exam dates.

For fully online courses, the dates listed in the syllabus and course schedule should reflect the same dates/times as are in the course shell in Canvas, particularly for assignment due dates/times. Discrepancies between the two can be confusing to students and may result in missed due dates.

### Course Calendar Example:

Unit	Week	Week of	Title/Topic(s)	What To Do: Activities, and Assignments w/Deadlines
1	1	x/xx – x/xx	Title/Overview of Subject matter covered in this Unit/Week session	<ul style="list-style-type: none"><li>• Lectures<ul style="list-style-type: none"><li>◦ Lecture 1</li></ul></li><li>• Readings/Videos<ul style="list-style-type: none"><li>◦ Reading 1</li><li>◦ Reading 2</li><li>◦ Video 1</li></ul></li><li>• Discussion Board - initial posting due by Day., 11:59, p.m., p.m., EST; replies due by Day, 11:59, p.m., EST</li></ul>
2	2	x/xx – x/xx	Title/Overview of Subject matter covered in this Unit/Week session	<ul style="list-style-type: none"><li>• Lectures<ul style="list-style-type: none"><li>◦ Lecture 1</li></ul></li><li>• Readings/Videos<ul style="list-style-type: none"><li>◦ Reading 1</li><li>◦ Video 1</li></ul></li><li>• Discussion Board - initial posting due by Day., 11:59, p.m., p.m., EST; replies due by Day, 11:59, p.m., EST</li></ul>
2	3	x/xx – x/xx	Title/Overview of Subject matter covered in this Unit/Week session	<ul style="list-style-type: none"><li>• Lectures<ul style="list-style-type: none"><li>◦ Lecture 1</li></ul></li><li>• Readings/Videos<ul style="list-style-type: none"><li>◦ Reading 1</li><li>◦ Video 1</li></ul></li><li>• Discussion Board - initial posting due by Day., 11:59, p.m., p.m., EST; replies due by Day, 11:59, p.m., EST</li><li>• Assignment - due to Dropbox by Day, x/xx/xx, at 11:59 p.m., EST</li></ul>

### Late Submission Policy:

*What this is:* Your requirements for student submissions and how you will handle late submissions. It is also a good idea to indicate in your syllabus your policy on resubmission of assignments and/or extra-credit work.

#### **Example:**

Unless otherwise noted, all written assignments, group projects, etc., are due at the time and date listed in the syllabus. If you experience an unavoidable personal situation that prevents you from completing work on time, please inform the instructor prior to the date the work is due. Late work will result in points taken off, a lowering of the assignment grade, and/or an "F," depending on the assignment.

### Attendance and Participation Policy

*What this is:* Your requirements for student attendance, participation and etiquette.

Even in an online course, it is fair to have expectations about student attendance and participation through the semester. You may want to define what it means for a student to be "absent" in your course.

**Example:**

You will be considered absent from class if you do not engage on the course site during a five day period (or a week, or whatever period you define).

**Your attendance requirements should reflect the university policy on absences related to religious holidays.** You may choose to duplicate the official text of this policy or summarize it:

"It is University policy (University Regulation on Attendance, Book 2, 2.47B, formerly 60.14f) to excuse without penalty students who are absent from class because of religious observance, and to allow the make-up of work missed because of such absence. Examinations and special required out-of-class activities shall ordinarily not be scheduled on those days when religiously observant students refrain from participating in secular activities. Absences for reasons of religious obligation shall not be counted for purposes of reporting. Students are advised to provide timely notification to instructors about necessary absences for religious observances and are responsible for making up the work or exams according to an agreed-upon schedule."

Also, any expectations about the use of the course site and rules about acceptable behaviors in online discussions, or other guidelines, should be stated. For example, if you have rules about discussion etiquette or group communication, these should be stated explicitly.

## **Academic Integrity**

*What this is:* A clear statement about the Rutgers policy on academic integrity and a clear statement about the importance you place on academic honesty. Minimally you should use language such as this in your syllabus:

The consequences of scholastic dishonesty are very serious. Please review Rutgers' [academic integrity policy](http://nbacademicintegrity.rutgers.edu/home/academic-integrity-policy/):

Additional student academic integrity resources are available: <http://nbacademicintegrity.rutgers.edu/home/for-students/>

Academic integrity means, among other things:

- Develop and write all of your own assignments.
- Show in detail where the materials you use in your papers come from. Create citations whether you are paraphrasing authors or quoting them directly. Be sure always to show source and page number within the assignment and include a bibliography in the back.
- Do not look over at the exams of others or use electronic equipment such as cell phones or MP3 players during exams.
- Do not fabricate information or citations in your work.
- Do not facilitate academic dishonesty for another student by allowing your own work to be submitted by others.

If you are doubtful about any issue related to plagiarism or scholastic dishonesty, please discuss it with the instructor.

## Student Conduct

Rutgers University students are expected to conduct themselves in a manner that promotes learning, leadership, and civility. The University Code of Student Conduct was created for the purpose of ensuring the safety and security of the Rutgers community. The code of student conduct outlines inappropriate behavior of University students on and throughout Rutgers University campus and provides guidelines for the formal complaint and disciplinary process.

Students who are found in a violation of the student code of conduct may have their case adjudicated through the code of student conduct complaint process. Violations may include academic dishonesty, causing physical or environmental harm, sexual harassment, intimidation and bullying, causing a disruption, disorderly conduct, undisclosed recording, and theft or damage of property. For a full list of violations, refer to the University Code of Student Conduct policy.

A faculty member or Rutgers University community member can file a student conduct complaint against a student using the University Code of Student Conduct Complaint form. For detailed guidelines of the complaint and adjudication process, refer to the University Code of Student Conduct regulations.

- Office of Student Conduct
  - <http://studentconduct.rutgers.edu/about-us/contact-us>
- Student Code of Conduct Policy
  - <http://studentconduct.rutgers.edu/student-conduct-processes/university-code-of-student-conduct>
- Student Conduct Complaint Process
  - <http://studentconduct.rutgers.edu/student-conduct-processes/the-conduct-disciplinary-process>
- Students' Rights in the Student Conduct Complaint Process
  - <http://studentconduct.rutgers.edu/resources/rights-of-complaint-parties-and-accused-students/>
- Share a Concern
  - <http://health.rutgers.edu/do-something-to-help>
- Sexual Misconduct and Title IX Regulations
  - <http://studentconduct.rutgers.edu/student-conduct-processes/sexual-misconduct-and-title-ix/>

## Student Support Resources at Rutgers

### LIBRARY RESOURCES

*What this is:* It is worth including links to specific library resources and contact information for a librarian who can assist students:

Rutgers University Libraries offer numerous resources to assist students. Librarians can help guide you through research and reference tools. A series of [LibGuides](#) are available to get you started. The librarian who specifically supports SC&I is [we can give you the specific individual for the coming year], who is based at the XXX Library, [name@email.rutgers.edu](mailto:name@email.rutgers.edu), XXX-XXX-XXXX.

Here are some of the LibGuides you may find useful:

- [Introduction to Rutgers University Libraries \(http://libguides.rutgers.edu/intro\)](http://libguides.rutgers.edu/intro)
- [Congressional Research \(http://libguides.rutgers.edu/congress\)](http://libguides.rutgers.edu/congress)
- [Communication Studies \(http://libguides.rutgers.edu/cat.php?cid=25866\)](http://libguides.rutgers.edu/cat.php?cid=25866)
- [Government Information \(http://libguides.rutgers.edu/cat.php?cid=25881\)](http://libguides.rutgers.edu/cat.php?cid=25881)
- [Journalism and Media Studies \(http://libguides.rutgers.edu/cat.php?cid=34201\)](http://libguides.rutgers.edu/cat.php?cid=34201)
- [Law \(http://libguides.rutgers.edu/cat.php?cid=25854\)](http://libguides.rutgers.edu/cat.php?cid=25854)
- [Library and Information Science \(http://libguides.rutgers.edu/cat.php?cid=25870\)](http://libguides.rutgers.edu/cat.php?cid=25870)
- [Political Science \(http://libguides.rutgers.edu/cat.php?cid=25871\)](http://libguides.rutgers.edu/cat.php?cid=25871)

### **STUDENTS WITH DISABILITIES**

*What this is:* A statement that encourages students with documented disabilities to present their Letters of Accommodation at the beginning of the semester. Further, this is a statement that encourages others who do not have documented disabilities but believe they need accommodations to speak with you and/or [Assistant Dean Kevin Ewell](#).

You may wish to include some of this language in your syllabus:

#### **For Undergraduates**

Students with documented disabilities who need accommodations in this class must do so through the [Rutgers Disabilities Services Office \(http://disabilityservices.rutgers.edu/\)](http://disabilityservices.rutgers.edu/). You can also speak with a SC&I adviser about your disability by [contacting the Office of Student Services](#) by phone 848-932-7550 or email [sciss@comminfo.rutgers.edu](mailto:sciss@comminfo.rutgers.edu).

#### **For Graduate Students**

Students with documented disabilities who wish accommodations in this class must do so through the [Rutgers Disabilities Services Office \(http://disabilityservices.rutgers.edu/\)](http://disabilityservices.rutgers.edu/). SC&I Assistant Dean Kevin Ewell <[kevin.ewell@rutgers.edu](mailto:kevin.ewell@rutgers.edu)> will coordinate your services locally. If you develop disabling medical problems or other issues during the semester that affect your ability to complete coursework, please request advising from [insert name of the director of the academic program ] or SC&I Assistant Dean Kevin Ewell <[kevin.ewell@rutgers.edu](mailto:kevin.ewell@rutgers.edu)>.

### **RUTGERS LEARNING CENTERS**

The **Rutgers Learning Centers** (<http://rlc.rutgers.edu/>) provide tutoring, study groups, and review sessions for your courses. They also host workshops and provide individual academic coaching to help you further develop your study strategies and self-management skills.

Rutgers also has a **Writing Coaching Program** (<https://rlc.rutgers.edu/student-services/writing-coaching>) where students can online help with writing skills and assignments.

## STUDENT WELLNESS SERVICES

### **MY SSP, Student Support Program**

*What this is:* My SSP is a **FREE** and fully **confidential** mental health and wellbeing support that is available to students via telephone and chat 24/7/365.

### **Rutgers University Student Assembly (RUSA) Resource List**

*What this is:* The Rutgers University Student Assembly (RUSA) has assembled the following information on student mental health and wellness services at Rutgers and asked that it be included on all course syllabi.

#### **Counseling, ADAP & Psychiatric Services (CAPS)** (<http://health.rutgers.edu/medical-counseling-services/counseling>)

(848) 932-7884

CAPS is a University mental health support service that includes counseling, alcohol and other drug assistance, and psychiatric services staffed by a team of professional within Rutgers Health services to support students' efforts to succeed at Rutgers University. CAPS offers a variety of services that include: individual therapy, group therapy and workshops, crisis intervention, referral to specialists in the community and consultation and collaboration with campus partners.

#### **Violence Prevention & Victim Assistance (VPVA)** (<http://vpva.rutgers.edu>)

(848) 932-1181 / Help is available 24/7.

The Office for Violence Prevention and Victim Assistance provides confidential crisis intervention, counseling and advocacy for victims of sexual and relationship violence and stalking to students, staff and faculty.

#### **Disability Services (ODS)** (<https://ods.rutgers.edu>)

(848) 445-6800 / [dsoffice@echo.rutgers.edu](mailto:dsoffice@echo.rutgers.edu)

The Office of Disability Services works with students with a documented disability to determine the eligibility of reasonable accommodations, facilitates and coordinates those accommodations when applicable, and lastly engages with the Rutgers community at large to provide and connect students to appropriate resources.

#### **Scarlet Listeners** (<https://rutgers.campuslabs.com/engage/organization/scarletlisteners>)

(732) 247-5555

Free and confidential peer counseling and referral hotline, providing a comforting and supportive safe space.



## **SC&I Student Support Services**

### **SC&I STUDENT SERVICES**

Students seeking help with the content of this course should contact the instructor either during office hours or make a separate appointment.

Students seeking help with the scheduling of classes or registration should contact the **SC&I Student Services Office** (<http://comminfo.rutgers.edu/student-services/contact-us.html>).

### **SC&I IT SERVICES**

**SC&I IT Services** offers help with a variety of technology problems.

- PHONE: 848-932-5555
- EMAIL: [help@comminfo.rutgers.edu](mailto:help@comminfo.rutgers.edu)