

Boler School of Business Class Management Policies

Updated August 2018

Syllabi

1. A syllabus prepared in accordance with the BSOB Syllabus Content Policy (below) must be provided students at or by the first class meeting. Instructors should provide all course syllabi to the department administrative assistant (in MS Word or pdf form) no later than the end of the first week of class.
2. Instructors should not cancel class meetings, except in unusual circumstances. Wherever possible, instructors should secure department chairperson approval in advance. In the event of an approved instructor absence, arrangements for a substitute are the responsibility of the class instructor. In the rare circumstance that a class is cancelled, the instructor must notify the department chairperson of the reason for the cancellation. If a class must meet at an alternate time, the chairperson and departmental administrative assistant should be notified of the alternate time and location of the class.
3. Classes are to be held at the time scheduled and for the duration of the period. Early dismissal of classes should be infrequent.

Office Hours and Student Contact

4. Office hours should be posted outside faculty offices no later than the first day of class.
5. Full-time faculty are expected to hold six hours of office hours per week. Office hours are to be held in person and on campus for on-site courses.
6. Part-time faculty members should make themselves available to students in person before or after class, by phone and/or by email, particularly during final exam week.
7. During posted office hours, faculty should avoid activities that detract from service to students. Instructors should adequately notify students of any changes to office hours. Faculty members should respond to student e-mails or calls in a timely fashion.

Exams

8. Exams are required; at least a mid-term (or substantive graded work during the semester) and a final examination must be given. In the case where evaluation of student performance is best determined entirely through means other than examinations, prior approval must be obtained from appropriate the department chairperson.
9. Accommodation for students with disabilities must be granted consistent with University policy and practice when students satisfy the required notification.
10. Faculty members are expected to grade exams and other course assignments; all assignments and tests should be returned to students in a timely manner.
11. Faculty must adhere to all provisions of the University policy related to final examinations.

12. Instructors must retain students' final exams (and all other course material not returned to the student) through the end of the next semester. Part-time instructors should provide students' final exams to the department administrative assistant to hold.
13. Instructors must submit to the department administrative assistant an electronic copy of their final exam promptly after the final exam is given. The Boler College Electronic retains the electronic copies of final exams.

Course Grades

14. Grades should be distributed from A to F according to the appropriate (graduate and undergraduate) catalogue definition of grades. "A" grades are for outstanding scholarship only. Faculty should not be reluctant to assign a grade of D or F if such is earned by the student.

Grade distributions will be reviewed by each department chairperson and unusual patterns will be discussed with the instructor. In general the course GPA for undergraduate BSOB core courses should be between 2.40 and 2.60.

15. Final course grades are not temporary grades; grade changes are not to be processed at some future date for any reason other than a grading error. "Extra-credit" work or special projects should not be assigned to an individual student as a vehicle to improve the student's final grade. The determination of the course grade should include only assigned work for the semester as noted on the syllabus.
16. Faculty should familiarize themselves with and follow the prescribed processes outlined in the University policies related to grade appeals, academic honesty and disruptive behavior in the classroom. Policies related to grade appeals and academic honesty can be found in the Undergraduate and Graduate Bulletins and the policy on disruptive behavior in the classroom can be found at: <http://sites.jcu.edu/provost/pages/policies-of-interest-to-faculty/classroom-management-policy/>

Learning Management System (Canvas)

17. All Boler courses are to be published on the learning management system by the second class-day of the term.
18. Instructor contact information should be posted to Canvas.
19. Instructors may use Canvas to disseminate class policies including the syllabus and required statements (below) to students.
20. Instructors may refer in the syllabus to the Syllabus Resources folder on the home global navigation bar on all Canvas courses.
21. All instructors are expected to participate in the evaluation of teaching in all class sections every semester which is currently administered through Canvas.

Syllabus Content Policy

Updated August 2016

All syllabi for Boler School of Business courses must include, *at a minimum*, the following:

- **Course information:** title, number, section, semester in which the course is offered and course prerequisites.
- **Instructor's contact information:** name, office number, office hours (minimum of 6 hours per week for full-time faculty), phone and email address. Part-time faculty should include a statement indicating how they will make themselves available to students.
- **Course description** including the primary mode in which the course will be conducted – online, onsite or hybrid – as well as the primary pedagogy - lecture, discussions, problem solving, etc.
- **Learning goals:** syllabi must contain learning goals for the course and an explanation of how those goals connect to major/minor goals and to the [university's learning goals](#). Sample formats this information are available on the [Syllabus Expectations and Examples](#) page.
- **Assessment:** syllabi must contain an explanation of how student learning will be assessed.
- **Required text (s)** and all other materials necessary in the course. All citations should be complete, including title, authors, publishers, edition/publication date and ISBN number.
- **Description of the major written and oral assignments** (homework, reports, quizzes, exams) including an indication of how these assignments will be graded and any deadlines. If this information is conveyed in a separate document, reference to that document should be included on the syllabus. Frequent changes to the syllabus are strongly discouraged and any changes must be conveyed to the class well in advance.
- **Components of final course grade** including weighting of different assignments and grading scale.
- **Rules for classroom conduct** including absences, tardiness, late work, make-up examinations, cell phone usage, etc.
- **Academic Honesty:** statement on expectations with a clear indication of consequences of violations (can include reference to policy and procedures detailed in the appropriate *Bulletin*).
- **Students with Disabilities, Bias Reporting:** Reference to statements related to accommodations consistent with the recommendation from Services for Students with Disabilities (Syllabus Disability Statement), and the Syllabus Statement on Discrimination, Sexual Harassment, and Bias, on Canvas should be included on syllabi. The University

statements are included in the syllabus resources folder on the home global navigation bar on Canvas courses

- **Schedule of topics** (not just chapter numbers) **and reading assignments** (with relevant page numbers, if appropriate) listed preferably by class period, but, at a minimum, by week.

Recommendations for online and blended courses

- Syllabi for courses with significant online content and pedagogy delivery should include
- Clear identification of approach to communication with students such as times when the instructor is available by phone or chat.
- Clear description of the format – online, blended (online/onsite), synchronous, asynchronous.
- Guidelines for online participation.
- Technical requirements and technical support contacts for online resources.