

# **Boler College of Business**

## **Class Management Policies**

Updated April 2020

1. A syllabus prepared in accordance with the BCOB Syllabus Content Policy (below) must be provided to students by the first class meeting. Instructors<sup>1</sup> should provide all course syllabi to the administrative assistant of the department responsible for the course (Word or pdf) 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 class indicated in the course catalogue. Early dismissal 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 changes to office hours. Faculty members should respond to student emails or calls in a timely fashion.

### ***Exams and Graded Assignments***

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 the 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 are expected to proctor and grade exams and other significant course assignments; assignments and exams should be returned to students in a timely manner.
11. Faculty must adhere to all provisions of the University policy on final examinations.

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<sup>1</sup> The terms instructor and faculty are used interchangeably in this document.

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

### ***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. If student performance is substandard or failing according to the criteria set out in the course syllabus, instructors should not be reluctant to assign D or F grades.
15. Department chairs will review grade distributions. Unusual patterns will be discussed with instructors. In general the course GPA for undergraduate BCOB core courses should be between 2.40 and 2.60.
16. 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. The determination of the course grade should include only assigned work for the semester as noted on the syllabus. Extra-credit, supplemental work, or special projects should not be assigned to an individual student as a means to improve their final grade.
17. Faculty should be familiar 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 are 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***

18. All Boler courses are to be published on Canvas by the second class-day of the term.
19. Faculty contact information should be posted to Canvas.
20. Faculty may use Canvas to disseminate class policies including the syllabus and its required elements (below) to students.
21. Faculty may refer to the **Learner Support** folder on the global navigation bar on each Canvas course to incorporate the University [Syllabus Accessibility Statement](#), the [Syllabus Statement on Discrimination, Sexual Harassment, and Bias](#), and the [Statement on Academic Honesty](#) in their syllabi. (See also Syllabus Content Policy.)
22. All faculty are expected to administer Boler Student Course evaluations for all class sections.

## Syllabus Content Policy\*

Updated April 2020

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

- **Course information:** Title, number, section, semester in which the course is offered. (Course prerequisites recommended.)
- **Instructor's contact information:** Name, office number, phone number, and email address.
- **Office hours:** Full-time faculty list six office hours per week. Part-time faculty should include a statement indicating how and when they will be available to students.
- **Course description:** Statement of the general nature of the course and topics covered. The course description should also include the course delivery mode – online, onsite or hybrid – as well as the primary pedagogy - lecture, discussion, problem solving, etc.
- **Learning goals:** Brief statement of course learning goals and contribution of the course toward Boler learning goals, major/minor goals, and the [University's learning goals](#). Sample formats for this information are available on the [Syllabus Expectations and Examples](#) page.
- **Required text(s)**, readings, and other materials students need are expected to acquire or access for the course. Complete citations, including title, authors, publishers, edition/publication date and ISBN number, etc. are suggested.
- **Description of graded work**, assignments, homework, reports, quizzes, exams, etc.
- **Final course grade determination:** Description of criteria for establishing final course grades. As appropriate, specification of differing weights for graded work in the overall grade determination and the grading scale.
- **Rules for class conduct:** Any class conduct policies such as treatment of absences, tardiness, late work, missed examinations, cell phone usage, etc. that may affect a student's final grade should be specified. (See the next two items regarding academic honesty violations.)
- **Reference to the Learner Support folder in Canvas:** Current university policy statements on i) Academic Honesty, ii) Accessibility Services, and iii) Discrimination, Sexual Harassment, and Bias are available to students from the Canvas global navigation bar. Instructors may incorporate the statements by reference to the **Learner Support** folder in course syllabi.
- **Sanctions for Academic Honesty Violations:** Syllabi ***must include*** specific expectations and clear indications of consequences for Academic Honesty policy violations.
- **Schedule of topics** listed preferably by class period, but, at a minimum, by week.

*\*Any changes to the syllabus should be communicated to students as soon as is practical. Frequent changes to the syllabus should be avoided.*

## Recommendations for online and blended courses

In addition to requirements for face-to-face classes detailed in the **Syllabus Content Policy**, syllabi for courses with significant online content delivery and pedagogy should include:

- Clear identification of the approach or approaches to direct communication between faculty and students such as times when the instructor is available by phone or chat.
- Description of the course format – online, blended (online/onsite), synchronous, asynchronous.
- Information on required interaction and online participation, including guidelines for conduct and “netiquette.”
- Guidelines for submission of required work such as papers, presentations, project reports, and so on.
- Instructions for taking exams if administered online, including identifying test software such as the Lockdown Browser, utilized in the course.
- Technical requirements, minimum technical skills, and technical support contacts for online resources.