



In order to provide quality instruction for students that is consistent with the specific degree program outcomes, as well as the mission of the university, the following guideline is provided for all instructors teaching at Hartford International University (HIU). This provides important information about the timing and quality of syllabi. Instructors might browse other syllabi for further suggestions and ideas of formatting, see the [Course Explorer](#).

Preliminary Syllabus:

Registration for semesters normally begins during the preceding semester. A preliminary syllabus must be submitted in March for summer and fall Semester courses, and October for spring semester courses. (Specific deadlines will be announced by the registrar.)

The preliminary syllabus **must** include Course description, Learning Outcomes, modality (f2f, asynchronous online, blended), a description of the style of the course (e.g. seminar, lecture based, small groups, etc.), required reading, an outline of the assignments that will be required, and basic outline of the course. Preliminary syllabus and the required reading must be uploaded to the “[textbook and syllabus submission](#)” page. The submission goes to the Dean’s office and the library staff to ensure that your required reading material is accessible through the library.

Please remember: Students who are selecting courses will often make decisions on whether to register for your course based on the preliminary syllabus.

Submission of Final Syllabus & Course Publication:

The final syllabus for the course is due two weeks before the start of the semester, at the latest. The final syllabus should be uploaded to the “[textbook and syllabus submission](#)” page to ensure that the library has your required and recommended reading and posted on your Canvas site.

The Canvas site should be published and open to students one week prior to the start of the semester, with at least an introductory module and modules for the first four weeks of study built and published in Canvas. This allows students to prepare for your class and the first session.

Planning for Modality

Asynchronous Online – All course activity and interaction is done online and asynchronously; all lectures, readings, instructions, grades, discussions and other assignments are provided through the Canvas platform. The instructor and students are in different locations and may engage material on Canvas at different times. Asynchronous classes provide students the greatest scheduling flexibility because they have no required online meetings or other scheduled activities.

Synchronous Online – These courses feature weekly class meetings online as a way of supplementing the materials and activities provided through the course website in Canvas. Like asynchronous courses, these require students to use Canvas to access to syllabi, reading materials, instructions, assignments, grades and sometimes discussions. The instructor and students are in different locations but attend class online at

the same time. Online class session times and dates are established prior to course registration and published as part of the semester schedule. Students should be in a secure location that has adequate microphone, camera, and sound capabilities to ensure class participation.

(Face-to-Face) F2F – Courses that are held on campus and require instructors and students to attend in person, typically weekly. Though these courses meet in person, they require students to use Canvas in order to access syllabi, reading materials, instructions, assignments, and assignment grades.

Intensive F2F – Face-to-Face courses in which all of the classroom interaction is scheduled into a single week of instruction, normally Monday to Friday, with class sessions taking up the entire day.

Block Scheduled F2F – Face-to-Face courses in which day-long class sessions are scheduled throughout the semester.

Hybrid Synchronous – Courses that meet on campus, typically weekly, where the instructor is on campus, but where some students attend in person and some students attend synchronously online. All students, whether in person or online, are required to use Canvas in order to access syllabi, reading materials, instructions, assignment, and assignment grades. Online students should be in a secure location that has adequate microphone, camera, and sound capabilities to ensure class participation. Students must designate F2F or online attendance at time of registration.

All class days and times are carefully established prior to course registration and published as part of the schedule. Some students have a residency requirement and must meet in a particular F2F format. Please do not move your class time without consultation with the Dean's office. Students carefully plan their semester based on their own work and family lives. Moving a class may impact other courses as well.

The Course Canvas Site:

Every course, regardless of whether a course is F2F, blended, synchronous, or asynchronous will have a Canvas site. While instructors can choose how to arrange the site, according to best teaching practices, the site should be used to assist students in accessing and interacting with material for the course.

By convention, all HIU course sites should make use of modules that follow the organizational structure of the course, beginning with an introductory module that provides resources for the course as a whole; for most courses, the most useful way to organize modules is by numbered week or day of intensive study.

The final syllabus and policies should be posted in the introductory module of the course. Grades should be posted on Canvas in a timely manner so that students have access to their standing in the course. If your Canvas gradebook is set up correctly, using Assignment Groups in Canvas, you will not need to separately enter final student grades in Populi at the end of the semester. Remember that Canvas and Populi are now linked, so that students can see their "current grade" in each course, as well as their final grades for each course, in Populi.

Brian Clark (bclark@hartfordinternational.edu), the Director of Instructional Design and Information Technology, can assist faculty in every stage of planning, building, and teaching their courses. It is best to begin the process of consulting with him during the process of moving from a preliminary syllabus to a final syllabus and published site, but he can be of help at any stage in the process.

The Final HIU Syllabus should contain the following information:

Hartford International University --- Semester and year

Course title and course number - as designated by the Registrar. Your title should match what is listed in the [Course Explorer](#). (If you would like to suggest a different title, contact the Dean's office.)

Meeting dates and times – as agreed in consultation with the Registrar.

Instructor contact information

(Office location, office hours, email, phone optional)

If you are teaching an online course, an “office hour” should be scheduled within the course, for students to be able to check in with you.

Course Description – The course description should match what is already published in the [Course Explorer](#). This is important as students use the descriptor to determine curricular requirements. (If you would like to suggest a different description, contact the Dean's office.) The description should be short, interesting, and clearly describe the content to be covered, the predominant method of instruction (e.g. lecture, seminar, small group work, etc.).

Course Objectives – **Course Objectives** describe the educational goals of your course content; what each student will learn or skills to be developed. (See [Bloom's Taxonomy](#) for suggestions.) Please, identify which assignments apply to and are measured by the specific course objective(s).

Program Requirements and Learning Outcomes – Each course will fulfill a particular role in the curriculum and meet specific outcomes of a program. Each course description should list what requirement a course fulfills. In addition, each course objective should align with a particular **Program Learning Outcome**. (See the Learning Outcomes for the [MAC](#), [MAP](#), [MAIRS](#), and [PhD](#).)

Each course should align with several program learning outcomes. Not all program learning objectives are appropriate for each course, however. Keep in mind that you will more than likely have students from different programs in your course.

Hartford Values for Collaborative Teaching and Learning – the syllabus and course should model:

- Showing mutual appreciation and respect for others—modeling the privilege to learn from and partner with each other.
- Engaging in cross-disciplinary content and teaching
- Paying attention to the whole personhood of another – history, race, religion, knowledge, gender, and rank
- Demonstrating how to disagree respectfully and well
- Embodying mutuality – Learning to construct ideas and skills and experiences together

List of Required Texts—Include author, title, edition, ISBN (or electronic version, if available).

It is important that your required reading reflect a diversity of views and perspectives. **Be mindful of providing a diversity of voices along ethnic, racial, and gender lines.** Update your required reading regularly.

List of Recommended Texts—Include author, title, edition, ISBN (or electronic version, if available). Please keep in mind that some students may need either remedial options and others may desire more advanced options.

Course Requirements and means of assessment—Specify how you will assess student work (e.g., participation, presentations, essays, tests, book reports or final papers, etc.) and clearly denote the percentage that each assignment, or kind of assignment, contributes to the final grade. The relative proportionality of assignments, or kind of assignments, should be reflected in the Assignment Groups set up in your Canvas course on the Assignments Page. Remember that Canvas and Populi are now linked, so that students can see their “current grade” in each course, as well as their final grades for each course, in Populi. If your Canvas gradebook is set up correctly, using Assignment Groups in Canvas, you will not need to separately enter final student grades in Populi at the end of the semester.

Be clear about the expectations and requirements of each assignment and provide parameters for each degree program. You should include rubrics for how the assignments will be assessed. [Canvas can provide template rubrics for you.](#)

It is expected that DMin and PhD students should have additional requirements than MARS or MATLS students. In 600 level courses PhD students must have additional work assigned. Normally, this would be 10 additional texts to be integrated into other assigned, such as critical book reviews, short papers, or a final paper – ideally focused on their research topic.

Assignments should be linked to your **Course Objectives**. This lets students know how assignments relate to the objectives of the course. Be clear about the expectations of assignments

Discussions -- provide a clear prompt (or choice of prompts) for each discussion, along with specific instructions regarding the kind of writing expected, the suggested length of initial posts, the due date for initial posts, expectations concerning how many peers students must engage, and the expected time frame for their responses to fellow students.
Book review – Perhaps provide a guide so the students know what you expect.
Presentations – Specify a time limit and perhaps the penalty for going over that limit.
Tests – Specify the type - written or oral and amount of time they have.
Final Paper— Normally, final papers will be set for MARS at 15 pages, DMin 20+ pages, PhD 25-35 pages. You might also direct students to the [HIU writing resources](#).

Be clear whether you are asking for word count or page length (normally 250 words = one page).

Is there pre-course work?—In some cases, especially with intensive courses, there may need to be work or assignments submitted prior to the start of the first class session. Please communicate

directly with students if you expect them to contribute something prior to the start of the term.

Note Modality: f2f, synchronous online, asynchronous online, or hybrid synchronous course – Be clear what the weekly expectation is, how their activities will be assessed. Be clear about required due dates and times.

As a general rule, below is a general guideline for the time it takes for students to complete course requirements:

- One hour = 25 pages of advanced reading
- One hour = one written page of a research paper
- One hour = 1 hour of participant observation or interviewing
- One hour = 1 hour of supervised experiential learning
- One hour = 1 hour faculty instruction (i.e. online interaction and content, including videos, lectures, external websites, discussion boards moderated by the instructor, and other virtual study).
- One hour = 3 discussion forum posts/responses (not used except in case of alternate instruction.)

Following best practices of online learning, Synchronous online courses only meet for 2 hours at one time (and not 3). The additional “contact hour” should include additional online activities, using the guideline above.

For further help in assessing how much time each of your assignments will take, see the [Rice University Center for Teaching Excellence Course workload estimator](#).

Possibility of resubmitting an assignment –If you allow resubmission, then specify a clear timeline and the percentage of grade reduction.

Accommodations—For students who could benefit from writing assistance, or who ask for accommodations, please have the student contact Akeem Burgess, the Student Services Coordinator (aburgess@hartfordinternational.edu).

For videos, include closed caption. This can be done through YouTube, or transcripts from Zoom recordings. This is not only helpful for those who are hearing impaired, but for non-native English speakers.

Types of Sources – If you have specific restrictions please be clear if you will allow open access sources. For example, are *Wikipedia* or tertiary sources allowed or are they prohibited?

Plagiarism – Please post or provide a link to the university statement on plagiarism:

Plagiarism, the failure to give proper credit for the words and ideas of another person, whether published or unpublished, is strictly prohibited. All written material submitted by students must be their own original work; where the words and ideas of others are used they must be acknowledged. Additionally, if students receive editorial help with their writing they should also acknowledge it appropriately.

Credit will not be given for work containing plagiarism, and plagiarism can lead to failure of a course. Faculty will report all instances of plagiarism to the Academic Dean. The Academic Dean will then collect documented details of the case and advance any recommendations for further action to the Academic Policy Committee. Through this process the situation will be reviewed and any additional penalties that may be warranted (up to and including expulsion from the school) will be determined.

For clarity as to what constitutes plagiarism, the following description is provided:

1. Word for word plagiarism:
 - a. the submission of another person's work as one's own;
 - b. the submission of a commercially prepared paper;
 - c. the submission of work from a source which is not acknowledged by a footnote or other specific reference in the paper itself;
 - d. the submission of any part of another person's work without proper use of quotation marks.
2. Plagiarism by paraphrase:
 - a. mere re-arrangement of another person's works and phrases does not make them your own and also constitutes plagiarism;
 - b. paraphrasing another person's words, ideas, and information without acknowledging the original source from which you took them is also plagiarism.
3. See Part II of Kate L. Turabian, *A Manual for Writers of Research Papers, Theses and Dissertations*, (7th Edition, University of Chicago Press, 2007) for an explanation of the proper ways to acknowledge the work of others and to avoid plagiarism.
4. Reuse of your own work: Coursework submitted for credit in one course cannot be submitted for credit in another course. While technically not plagiarism, this type of infraction will be treated in the same manner as plagiarism and will be subject to the same penalties. If you are using small amounts of material from a previous submitted work, that work should be referenced appropriately. When a student is writing their final program requirement (paper, project or thesis) it may be appropriate, with their advisor's permission, to include portions of previously submitted materials if properly referenced.

MA, and PhD University Grading Scale

A (95-100)	Demonstrates excellent mastery of the subject matter, a superior ability to articulate this, and provides helpful connections to daily life or contemporary issues. Exceeds expectations of the course.
A- (90-94)	Demonstrates mastery of the subject matter, ability to articulate this well, and makes connections to daily life or contemporary issues. Exceeds expectations of the course.
B+(87-89)	Demonstrates a very good understanding of the subject matter, able to articulate lessons learned in the assignment well. Meets expectations of the course.
B (83-86)	Demonstrates an understanding of the subject matter and the ability to articulate lessons learned. Meets expectations of the course.
B-(80-82)	Demonstrates an understanding of the material at hand, has some difficulty articulating this, and basic connection of the material to daily life or contemporary issues/life. Meets basic expectations for the course.
C+(77-79)	Demonstrates a basic comprehension of the subject matter, weak articulation and connections. Does not meet expectations for the course.
C (70-76)	Demonstrates a minimal comprehension of the subject matter and has difficulty making connections. Does not meet expectations of the course.
F (below 70)	Unable to meet the basic requirements of the course.

- Please note: A+'s and C-'s are not part of the grading system.

MAP Grading Scale: High Pass (4.00), Pass (3.00), and Fail (0.00)

Add/Drop: It is recommended that you note the date by which students can drop the course without academic or financial penalty as listed in the Academic Calendar for the year. Please refer to the "Withdrawal from a course" policy.

Other Academic policies are listed at <https://www.hartfordinternational.edu/current-students/academics/academic-policies>.

General University Policies:

Student Handbook can be found at <http://www.hartsem.edu/current-students/student-handbook/>

Attendance policy – The following practices are standard:

For a **semester course**—1-2 absences with prior notice is acceptable, or if not acceptable then the participation grade should be lowered, 3 - 4 or more absences without a serious reason should be an automatic failure “without explanation or permission.”

For **online courses**—3 or more weeks without posts equal 3 class absences and should be dealt with in the same manner.

For **intensive courses**—follow the policy for DMin: if 25% of course (one and a half days for a week intensive) is missed then the student fails the course.

Inclusive language – Inclusive language is encouraged when the writing is the student’s own. In general, do not use the terms “man” or “mankind” for human beings; use instead “human beings,” “humans,” “persons,” “people,” “individuals,” “humanity,” “humankind,” “figures,” etc.

– Pronouns: generally, use the non-binary pronouns “they/them/their” when referring to people whose gender/gender preference is unknown or unrelated to the context, or when the preference is expressed as non-binary.

– Avoid using the third person singular masculine or feminine, unless you are certain that the person referred to is male or female or expresses as male or female exclusively. For example, revise a sentence like: “A student must ask questions if he expects to learn” to something like: “Students must ask questions if they expect to learn,” or “A student must ask questions if they expect to learn.”

– When a source you quote uses exclusive language, you may quote it as it appears, or substitute/add bracketed words, e.g., “[humanity]” – unless to do so would, in the judgment of the student, defeat the purpose of the quotation or violate the integrity of the student.

– Students who prefer to use male pronouns for the deity should consult with their professor/advisor on a case-by-case basis.

Email Policy –The instructor will use the official HIU student email address for all course communications. Students should check their hartsem.edu email account regularly.

Use of Technology in class – Please be clear with students regarding the appropriate use laptops, tablets or mobiles during class.

Classroom etiquette—Student etiquette and interactions are specified by the Student Handbook <http://www.hartsem.edu/current-students/policies/> and <http://www.hartsem.edu/current-students/student-handbook/>

Class breaks –Normally, 15-20 minutes for a three-hour block.

Prayer breaks –Instructors should make every effort to schedule the class break around prayer times. This should be negotiated with each class. The chapel is always available for prayers.

Food and drink in class –This is at the discretion of each instructor.

Instructors are expected to leave the classroom as they found it; make sure trash is in the bin, tables should be returned to their previous arrangement, erase the boards, log out and turn off of all classroom technology, make sure windows are closed, and lights are turned off.