The Spring 2024 VTSU Syllabus Template

# A few key details for VTSU instructors:

1. A VTSU *Course Outline* is an internal document to facilitate communication and ensure consistency between faculty and departments. A *Syllabus* is designed for students and uses plain language, has a welcoming tone, and is digitally accessible.
2. This template was developed by the Center for Teaching & Learning Innovation using student-centered language and [accessibility features](https://support.microsoft.com/en-us/office/make-your-word-documents-accessible-to-people-with-disabilities-d9bf3683-87ac-47ea-b91a-78dcacb3c66d) (headers, alt text, color contrast, no tables, etc.). **Please customize the content to work for you, while preserving the accessibility components.** And let us know ([CTLI@vermontstate.edu](mailto:CTLI@vermontstate.edu)) if there are improvements you’d like to suggest for future iterations! We’ll publish one template per semester to maintain currency with policies and with an updated schedule of dates. These are the main sections:
   1. Welcome
   2. Instructor Information
   3. About the Course
   4. Instructional Materials
   5. Grading Policies and Scale
   6. Assessment Methods
   7. Class Expectations
   8. Important Student Resources
   9. Schedule of Activities *{TIP: You may wish to pull this schedule of activities into a separate document/page to post on Canvas adjacent to the Syllabus}*
3. **If you used the Fall 2023 Syllabus Template, these are the updates made to the template for Spring 2024:**
   1. The template language is more open to ensure greater application across all modalities (including asynchronous online).
   2. Drop-In Hours have been renamed to Student Hours.
   3. Additional language for the Asynchronous Online modality was added to ensure expectations for regular and substantive interaction are clear to students.
   4. Further explanation was added to clarify that VTSU does not have a course-level grading scale.
   5. Discussion Boards were added as an Assessment Method option.
   6. A Basic Needs statement was added to the Inclusivity & Equity subsection.
   7. The Important Student Resources section was shortened, as there is now a pre-populated link in all Canvas courses to the Student Success website.
   8. The schedule of activities was updated with spring 2024 dates, including space for you to fill in important cut-off dates for adding, dropping, and withdrawing.
4. One accessibility feature that you may want to adopt (if you don’t already) is [using descriptive text with hyperlinks](https://support.microsoft.com/en-us/office/customize-the-text-for-a-hyperlink-63d4fdcc-bce2-41ea-9649-d8aaa900fe2f) (rather than just copying and pasting URLs which can be inaccessible as well as long, clunky, and ugly) unless you need the student to see the full address of the site. You will see both approaches used in this syllabus, context-dependent.
5. Don’t hesitate to delete any non-relevant sections (e.g., TA, Lab Information, etc.).
6. **Any section that requires your modification or attention is highlighted in yellow.**
7. The Center for Teaching & Learning Innovation is available to consult with you about any pedagogical strategies or questions. We can be a thought partner, sounding board, resource-provider, problem-solving partner, etc. Please contact us ([CTLI@vermontstate.edu](mailto:CTLI@vermontstate.edu)) to schedule an appointment for any teaching-related questions or ideas!
8. Delete these information pages before distributing the syllabus to your students.



Course Number: Course Title  
Spring 2024

Instructor Name

Modality, # Credits,

Meeting Day(s), Meeting Times, Location(s), Canvas Course Site Link

# Welcome!

[In friendly, simple language, write a welcome to your students. This is a chance to form a positive first impression, communicate your enthusiasm for the class, reiterate your plan to support your students, and share a little about yourself.]

# Instructor Information

## Name and Pronouns:

My full name is [NAME]. I prefer to be called [Dr. X, Prof. X, and/or First Name, etc.]. I use [she/her, them/they, he/him, ze/zir, etc.] pronouns. Listen to me pronouncing my name*. {TIP: Record your name using* [*Namebadge*](https://www.name-coach.com/events/name-profile/registrations/new) *or* [*Namedrop*](https://namedrop.io/) *and hyperlink the phrase ‘Listen to me pronouncing my name’ with your personalized URL, then delete this sentence.}*

## Contacting Me:

You can reach me at [email address]; when you send me a message please put our course name in the subject line. You can also call me or text me at [phone number]. I generally respond to students within [timeframe]. *{TIP: You may want to indicate the best way to reach you and add any additional information about your availability on weekends or after business hours to help set expectations and healthy boundaries, then delete this tip.}*

## **Student Hours** and Location(s)**:**

Student Hours are a way for me to answer course questions and get to know you. These are times I’ve reserved to support my students. You can ask a question, seek help on an assignment, talk about what you are learning, or ask for guidance about how you can get more out of the class. You are expected to come to one Student Hours session in the first month of class so we get a chance to meet outside of our class time together. For this meeting, I ask that you bring your curiosity! Come to my office at [campus location] or Zoom *{TIP: hyperlink the word ‘Zoom’ with a Zoom room you’ve created for student hours}* to join Student Hours on [add day(s)-of-week] at [times]. *{TIP: This section may be deleted for fully asynchronous classes – instead be sure to include the next section about scheduling a meeting with you. Once you’ve read this tip, delete it.}*

## Schedule a Meeting with Me:

I welcome you to schedule a meeting with me to answer any questions, or discuss something privately, such as your grades.

[Describe how you want students to schedule a meeting with you.]

I have set up this Bookings page for you to find a time that works with your schedule and mine. If none of the available options works for you, please email me directly. *{TIP: Microsoft Bookings is the tool VTSU uses to make scheduling appointments easy. Once you’ve created your page, add the hyperlink to the descriptive text highlighted in the previous sentence. For assistance with setting up your Bookings page,* [*use these instructions*](https://learn.microsoft.com/en-us/microsoft-365/bookings/customize-booking-page?view=o365-worldwide) *and if you need more assistance,* [*schedule a meeting with IT via a ServiceDesk ticket*](https://servicedesk.vsc.edu/)*. Then delete this tip.}*

## Supplemental Instructor, Tutor, TA Information

### Name:

### Contact Information:

### Description of Services:

# About the Course

## Course Description

[Share the VTSU course description or your own description in greater detail. This section can set the tone for the course by explaining: What is exciting about your content? How does your course fit in with the rest of the field/major’s curriculum? How might your course be relevant for students’ future goals (e.g., academic, professional)? How is your course structured and how will classes be carried out?]

## Learning Objectives

Upon successful completion of this course, you should be able to:

[Share 5-8 specific, measurable course-level Learning Objectives that students will be assessed against.]

## Pre- and/or Co-Requisites

[Describe any pre- or co-requisite courses students should take, as defined in the VTSU catalog. Additionally, describe the skills, knowledge, values, and experiences that are expected prior to taking your course or that should be taken concurrently.]

## Modality Expectations

This course is being offered in the [TYPE] modality, which means that [[provide a brief definition/description of the modality from this document](https://livevsc.sharepoint.com/:w:/s/AcademicOperations/EW9KncJuHSdKgaLRzzezfFIBXcXbZJ-nVyTEwSPHjw_8vA?e=khrQs3).]

[For **in-person** courses, also clearly explain what is possible when a student has to be absent due to illness or extenuating circumstances (for instance, students may assume they can join on Zoom, which may not be technically very possible in your classroom).]

[For **hybrid** courses, also clearly explain when the class will be in-person and when it will be online and whether online components will be synchronous or asynchronous.]

[For **face-to-face plus (F2F+) and Hyflex and telepresence** classes, also explain where you’ll be located. Also describe your expectations for attendance, particularly when a student wishes to participate from a point-of-access different from the subsection for which they are registered. Should they contact you in advance? Additionally, explain expectations for participation including camera usage, access to technology, etc.   
*For example:* While a Face-to-Face Plus class means that some of you will be joining in-person with me in Randolph and some of you will be joining remotely via Zoom, we are one class. A Face-to-Face Plus class allows for increased access and flexibility, which should strengthen your ability to succeed. You will all be active learners no matter your point of access, contributing to our collective understanding and growth. Each of your perspectives and voices matters; I will ensure that everyone can contribute regularly. The more you participate, the stronger your learning will be. Please understand that doing two tasks at once (i.e., teaching to two audiences at the same time) divides attention and can be cognitively and technologically demanding, thus I ask for your patience and flexibility in return. We will rely on technology to help support interaction and I’ll be sending around a poll in the first week to better understand your technology access. If you are remote, it is imperative that you have strong internet connection in a distraction-free environment with a reliable device. VTSU’s Information Technology (IT) may have the ability to provide loaner technology on a temporary basis; to get started, enter a help request at <https://servicedesk.vsc.edu/>.]

[For **online** courses, please include the following bullet points provided by the Online division and also describe the general rhythm of the course such as weekly due dates or module activities along with expectations for participation and access to technology.]

* This course is being offered in the 100% online modality, which means that there are no scheduled meeting times or places. This said, there are assignment due dates posted in each of the weeks. You are expected to be aware of them and submit assignment on time. that you must meet. To stay engaged in the class and meet the course requirements, you are expected to login to the online course at least 3-4 times per week.
* This course is not a correspondence or self-paced learning experience. Students must participate in all content, communications, assignments, discussions, and other activities throughout the course, adhering to timeframes and due dates specified.
* In the event a student loses electricity, internet access, or has difficulty accessing learning content, it is the student’s responsibility to contact the instructor via email or phone as soon as possible.
* For this class, it is important that you have a reliable computer and internet access. If your computer breaks, VTSU’s Information Technology (IT) office may have the ability to provide loaner technology on a temporary basis; to get started, enter a help request at <https://servicedesk.vsc.edu/>.

[For **synchronous remote** courses, also describe expectations for participation including camera usage, access to technology, etc.]

[For **field-based courses and fieldwork** courses, also explain details such as transportation, how hours will be spent between class time and fieldwork/internship, etc.]

## Credit Hours and Student Work

Regardless of the format or the time period in which a VTSU course is offered (e.g. fifteen or seven weeks), the student work expectation for all courses is the same. One academic credit represents 45 hours of work over the course of a semester (including lectures, laboratories, recitations, discussion groups, field work, study, reading, working assignments etc.), averaged over the total weeks of the term.

Therefore, a three-credit course equates to 135 hours of work. The approximate student learning hours per week for a three-credit course in a 15-week course are 9 hours per week and in a 7-week course are 20 hours per week. In a four-credit course this amounts to 180 hours per semester, and an average of 12 hours of student work per week in a 15-week semester and 25 hours per week for a 7-week semester.

## Instructional Strategies

[Describe the instructional approaches you will use in class. Examples include discussion, problem-solving, lecture, lab, flipped lessons, small group activities, Socratic method, peer instruction, debates, guest speakers, service-learning, project-based learning, team-based learning, fieldwork, etc.]

## General Education Requirements Satisfied

[List any general education requirements satisfied by successful completion of the course.]

# Instructional Materials

## Required Resources

[Provide detailed information about textbook(s), workbooks(s), subscription(s), software, technology, articles, etc.]

## Canvas

[Provide information about how you’ll be using Canvas including for assignments and gradebook.] *{TIP: Don’t forget to upload your syllabus to your Canvas page, then delete this sentence.}*

## Lab or Clinical Information

[Provide detailed information about days, times, policies, safety and health issues, etc., if applicable.]

# Grading Policies and Scale

## Grading Practices and Policies

[Include a paragraph or list explaining your grading practices and policies. Be explicit about your policies on late-work, re-grading requests, and making-up work when absent. Additionally, communicate your typical response time for providing feedback and graded assignments back to students.]

## Grade Distribution

[Include papers, projects, assignments, exams, presentations, etc., that contribute to the final course grade, with a clear indication of the value or grade percentage of each. Make it easy for students to locate all the due dates and exam dates for the semester in one place in your syllabus.]

Assignment 1: Title; xx Points; xx %, Due xx

Assignment 2: Title; xx Points; xx %, Due xx

Participation; xx Points; xx %, Due xx

Quizzes; xx Points; xx %, Due xx

Exams; xx Points; xx %, Due xx

Totals: xxx Points; 100%, Due xx

[If you are using alternative or ungrading practices, clearly explain how a student’s final grade of record will be determined.]

*{TIP: Be sure that the Canvas gradebook matches the grade distribution information published in your syllabus. For assistance with gradebook set-up, enter a help request at* [*https://servicedesk.vsc.edu/*](https://servicedesk.vsc.edu/)*, then delete this tip.}*

## Grading Scale

**Grade Percentage Points**

A 94 < 100 940 – 1,000

A- 90 < 94 900 – 939

B+ 87 < 90 870 – 899

B 84 < 87 840 – 869

B- 80 < 84 800 – 839

C+ 77 < 80 770 – 799

C 70 < 77 700 – 769

D 61 < 70 600 – 699

F < 61 < 600

*{TIP: VTSU does not have a standardized course-level grading scale. The grading scale listed above matches the default scale in VTSU Canvas course shells. If you modify the scale in your syllabus, be sure to also* [*modify the scale in Canvas*](https://community.canvaslms.com/t5/Instructor-Guide/How-do-I-view-grading-schemes-in-a-course/ta-p/1188) *so that student grades are accurately calculated, then delete this tip.}*

# Assessment Methods

## Discussion Boards

[Give students specific details about how to effectively participate in discussions, if used – typically in asynchronous courses, including information about frequency and number of posts/replies, quality of posts, use of emojis/acronyms, etc. Also provide information about how to keep up with the volume of discussions including how to subscribe to boards, the expectation for reading classmates’ posts, whether you’ll use small groups, etc.]

## Weekly assignments/homework

[Weekly or daily assignments help students keep up with the material, as well as give them feedback on their learning by identifying areas where they may need more help. In your description of these activities, explain why they are valuable for learning the course content and any particular strategies you recommend students adopt in their approach to the work.]

## Projects, presentations, and major assignments

[Give students specific details about what is required for key assignments, such as through a rubric or criteria list so that students will understand the scope and time commitment for assignments in advance. Describe the value of the project/assignment – related to the course outcome and to students’ success outside of school.]

## Quizzes and Exams

[Include information about quizzes/exams. Which topics will be included and are your exams cumulative? Consider including suggestions for how students should best prepare for exams.]

# Class Expectations

## How to Succeed in this Class

### What you can expect of me:

[Describe your preparation for the class, the approach you will take to decision-making about the course to best support students’ learning, and how you will engage with them throughout the semester. Some questions to consider when writing this section:

* How do you keep the course content fresh and relevant?
* Do you hold yourself to certain standards that convey your commitment and caring (e.g., I’ll know and use every student’s name by Week 3)?
* Do you have certain approaches to engaging students (e.g., you will always let students know ahead of time if they’ll be asked to share a piece of writing)?
* Will you outreach to students if they are absent or missing work? With what frequency?

There are no right or wrong things to share, but this is a way to help students know more about what they can expect of you in terms of classroom behaviors and pedagogical philosophy.]

### What I expect of you:

[Describe what behaviors, actions, and approaches will facilitate the greatest success in the class. Some questions to consider when writing this section:

* How do you expect students to best prepare for class session?
* What communication expectations do you have of students with you?
* What participation expectations do you have?
* How do you expect students to take advantages of opportunities you’ll provide for asking course-related questions?
* Do you have suggestions for how students can effectively study on a weekly basis that you’d like them to implement?]

## Inclusivity and Equity

We will work together to develop a learning community that is inclusive, supportive, and respectful, in line with the [Vermont State College System’s Diversity Statement](https://www.vsc.edu/vscs-diversity-statement/). Within our community, we will examine expressions of various ideas, opinions, and beliefs. You are encouraged to communicate your thoughts, and also, please allow others in the group to communicate their thoughts. We will all listen carefully, think critically, and ask relevant questions to engage in meaningful and constructive dialogue and learning, upholding the dignity of each individual in our class. Our focus is on achieving the student learning objectives. Please let me know if there are circumstances affecting your ability to learn in this class. Additionally, behavior that disrupts the ability to teach and learn will not be tolerated.

### Names and Pronouns

As part of a healthy learning community, we will strive to learn and use each other’s names and pronouns during this class. One way to help facilitate this is to [update your legal and/or chosen name and pronoun information](https://support.vsc.edu/name-and-pronoun-information/) to accurately display on rosters, in Canvas, and on Zoom. [Add any additional information about how you will help the group learn to pronounce and use names, such as through name games, icebreakers, small group norms, etc.]

### Classroom Agreements

[Describe the process by which you have students contribute to developing classroom agreements for behaviors, peer expectations, dialogue, disagreement, respect, confidentiality, etc. Also explain where you’ll post the community-developed agreements and how you’ll hold the group and yourself accountable to these agreements.]

### Constructive Dialogue

Any speech or behavior that shows disrespect or intolerance towards others in class is unacceptable. As college students, you will be expected to participate in class discussions in ways that demonstrate maturity, civility, and openmindedness with respect to our diversity (including, but not limited to, differences in educational and economic backgrounds, age, race, sexuality, ability, politics, religion, etc.). This doesn’t mean that you can’t disagree with me or your classmates, in fact I encourage that! But all disagreements must come with the spirit of tolerance and mutual respect that an equitable classroom requires.

### Discrimination and Harassment

Vermont State University is committed to maintaining an educational and working environment free from discrimination, harassment and related unprofessional conduct. Discrimination on the basis of a person’s race, color, ancestry, ethnicity, national origin, place of birth, sex, sexual orientation, gender identity, creed, religion, disability, age, veteran status, marital status, genetic information, positive HIV-related blood test results, or any other status protected by state or federal law (collectively “protected categories”) is prohibited. Sexual harassment, racial harassment, and harassment based upon a person’s status in a protected category are forms of discrimination and will not be tolerated. In addition, inappropriate sexual relationships between VSC employees and students, including those that may not otherwise rise to the level of sexual harassment, are prohibited.

### Disability Services and ADA Accommodations

*{Faculty are strongly encouraged to include on their syllabus a statement directing a student to Vermont State University Disability Services in order to make it clear to a student that it is his or her responsibility and right to get the process of receiving accommodations started. Four examples of statements are included here for you to adopt or adapt. Be sure to delete the “Option” language at the front of the statement you choose, the other 3 options you decide not to use, and also this tip.}*

OPTION 1: Students with disabilities who believe that they may need accommodations in this class are encouraged to contact the Vermont State University Disability Services at [DisabilityServices@VermontState.edu](mailto:DisabilityServices@VermontState.edu) as soon as possible to discuss their needs and start the process of implementing accommodations.

OPTION 2:It is Vermont State University’s goal that learning experiences be as accessible as possible. If you anticipate or experience physical or academic barriers based on disability, please let me know immediately so that we can discuss options and I can inform you about the accommodation process. Or you contact Disability Services at [DisabilityServices@VermontState.edu](mailto:DisabilityServices@VermontState.edu) to begin this conversation or to establish accommodations.

OPTION 3: Students with disabilities who believe that they may need accommodations in this class should contact Vermont State University Disability Services at [DisabilityServices@VermontState.edu](mailto:DisabilityServices@VermontState.edu) as soon as possible to discuss Vermont State University’s disability accommodations policies and process. After accommodation memos are completed and returned to me, your accommodations will be implemented*.*

OPTION 4: VTSU is committed to creating an accessible college community where students with disabilities have equal opportunity to participate in all aspects of the educational environment. If you are a student with a documented disability, you may be eligible for coursework accommodations provided current and comprehensive documentation is presented. Disclosure of a disability is voluntary; however, it is encouraged so you may access accommodations and services as soon as possible. If you feel comfortable, make an appointment with me to discuss your learning needs. For more information or to schedule an appointment with Disability Services contact [DisabilityServices@VermontState.edu](mailto:DisabilityServices@VermontState.edu). I also understand, however, that we all have different ways of learning, and that the organization of this course may work well for some but pose issues for others. Please communicate with me as soon as you can about your individual learning needs (registered or not) and how this course can best accommodate them. For example, do not hesitate to ask me to speak louder or make projections larger.

### Religious Observances

Students have the right to practice the religion of their choice. There may be times when an academic requirement conflicts with religious observances and practices. At the beginning of the semester, you should review the course requirements to identify foreseeable conflicts with assignments, exams, or other required attendance. If you need to miss class to observe a religious holiday, please submit the date(s) of your absence to me in writing by the end of the second full week of classes in order to make fair and reasonable adjustments.

### Basic Needs

If you have difficulty affording groceries or accessing sufficient food to eat every day, or you lack a safe and stable place to live, or you are experiencing other barriers to academic success such as transportation or childcare, please connect with your Student Success Advisor for support. They can help you connect with campus and community resources including food, TRIO, or potential emergency financial aid. Furthermore, please notify me if you are comfortable in doing so, so that I can support you academically and share any resources of which I’m knowledgeable.

## Attendance and Participation

This is a small, interactive class. I expect that you will attend and participate in all scheduled classes, which will have a direct and positive impact on your success. [Be explicit about your expectations for attendance and participation related to your modality, if applicable. For instance, if teaching a F2F+ class, can students flex between points of access?] I also understand that life happens – illness, emergencies – as a result [describe how you will accommodate these circumstance including absences, due date extensions, etc.]. Any time you miss a class, it is your responsibility to inform me (in advance, if possible). [Additionally, provide information about what catch-up information they can expect to find on Canvas, whether it is possible to make-up missed work (and how), and what consequences they may face for missing more than the excused number of absences.]

## Academic Integrity

At Vermont State University, we expect high standards of academic integrity from all community members as we engage in our academic work. Academic integrity encompasses honesty, trust, fairness, respect, responsibility, and the courage to act on these fundamental values. Examples of failure to uphold academic integrity include using unauthorized aids or artificial intelligence systems, copying another person’s work on exams, quizzes, or assignments, or engaging in other forms of plagiarism. To plagiarize is to take someone else’s words or ideas and pass them off as one’s own. The sharing of VTSU password and login credentials to misrepresent oneself in online learning is another violation of academic integrity. Violations need not be intentional in nature. All members of the VTSU community are expected to understand their responsibility to act with integrity and to seek assistance and/or clarity when uncertain. If you have any questions about what does or does not constitute academic integrity, please ask me.

*{TIP: If you are interested in adding more information about Generative AI (such as ChatGPT), you may find useful language in* [*these syllabus statements*](https://docs.google.com/document/d/1RMVwzjc1o0Mi8Blw_-JUTcXv02b2WRH86vw7mi16W3U/edit) *shared by colleagues around the world, then delete this sentence. It is recommended that you address expectations related to Generative AI both in your syllabus and in a conversation with your students.}*

## Class Recordings

In accordance with the [Classroom Recording Policy](https://www.vsc.edu/wp-content/uploads/2020/07/Policy-112-Classroom-Recording-Policy-FINAL.pdf), meetings of this class may be recorded and recordings made available to students registered for this class via a link in the Canvas course site. These recordings are intended to support student learning in the course and may not be reproduced, shared with those not in the class, or uploaded to other online environments; any recording with students is deleted after 6 months. Students are expected to adhere to all relevant policies for appropriate conduct, including maintaining the security of their VSCS user ID and password per the [Computing and Telecommunications Technology Conditions of Use Policy](https://www.vsc.edu/wp-content/uploads/2019/01/Policy-502-Computing-and-Telecommunications-Technology-Conditions-of-Use.pdf). Any student who does not wish to appear in such a recording should consult with me. *{TIP: If you are teaching a fully asynchronous class, there are unlikely to be any recordings of students, in which case you can delete this section and tip.}*

# Important Student Resources

The VTSU Portal (<https://portal.vsc.edu/>) contains more information about each of these student resources and is a great starting point to explore services.

## Student Success Offices

For information about Academic Support, Advising, AmeriCorps LEAP, Athletics, Career Development, Disability Services, Multilingual Student Services, Health & Wellness, International Students, Student Activities, Public Safety, Residence Life, Student Finances, Study Away, Title IX, and TRIO please visit [the Student Success Resources site](https://livevsc.sharepoint.com/sites/VTSUStudentSuccessResources/).

## Tutoring

VTSU’s Academic Support offers [tutoring](https://livevsc.sharepoint.com/sites/VTSUStudentSuccessResources/AcademicSupport/SitePages/Tutoring.aspx) for students through a variety of means. First, all VTSU students have a free account with Tutor.com, which provides 24/7 support from any internet-connected device for over 150 subjects as well as general academic skills tutoring. Simply click on the Tutor.com link on the left menu of the Canvas course where you wish to access support. Additionally, VTSU offers campus-based tutoring through drop-in and individual sessions. Accessing help for academic success at college is common and a sign of strength – utilize the resources your tuition dollars are paying for to achieve your goals!

## Library

The VSCS (Vermont State Colleges System) Libraries support learning and teaching, research, creation of knowledge, intellectual growth, and enrichment of the academic experience by providing staff expertise and access to information, services, facilities, and technology. You have free access to reliable resources (both physical and digital) including books, journals, and streaming films at <https://libraries.vsc.edu/> and the campus-based library facilities. You may work with a librarian via email, chat, phone, walk-in, Zoom, and by appointment for help using the library and for assistance with any step of the research process.

## Technical Support

Any issues you encounter while using digital resources like the Portal, Canvas, or your Email should be reported to the Helpdesk via <https://servicedesk.vsc.edu>. Self-help resources are found at <https://support.vsc.edu>. You may also walk into any of the Helpdesk locations on campus or [call the Helpdesk](https://support.vsc.edu/it-shared-services-home/get-help/) for assistance. Additionally, VTSU’s Information Technology (IT) may have the ability to provide loaner technology on a temporary basis; contact the Helpdesk to inquire.

# Spring 2024 Schedule of Activities

*{TIP: Delete any dates irrelevant to your class. Include on this schedule readings due, homework due, exams, field trips, major assignment deadlines, etc. Then delete this tip.}*

## Cutoff Dates:

* Last day to **add** this class: INSERT DATE
* Last date to **drop** this class: INSERT DATE
* Last date to **withdraw** from this class: INSERT DATE

The following schedule is subject to change to meet needs that may occur during the semester.   
**NOTE:** All due dates reflect North American Eastern time (EST).

*{TIP: For fully asynchronous online courses, define the times that define the start and end of the week. For example: Our class begins the week at 12:00AM on Monday and ends at 11:59PM on Sunday. Then delete this tip.}*

*{TIP: Consider building in a couple of “flex days” (or a “flex week” for an asynchronous online class). As you approach these days, think about how to best use them: Catch up on something that you skipped earlier? Spend more time going deep on a concept students are really interested in? Have mini-conferences with each student while the others do independent work? Do work with students in-class? Do a fun activity as a group to rebuild community? Delete this tip before publishing the schedule to students.}*

## Week 1 – Module Title/Topic

## Monday, January 22, 2024 – FIRST DAY OF CLASSES

## Tuesday, January 23, 2024

## Wednesday, January 24, 2024

## Thursday, January 25, 2024

## Friday, January 26, 2024

## Saturday, January 27, 2024

## Sunday, January 28, 2024

## Week 2 – Module Title/Topic

## Monday, January 29, 2024

## Tuesday, January 30, 2024

## Wednesday, January 31, 2024

## Thursday, February 1, 2024

## Friday, February 2, 2024

## Saturday, February 3, 2024

## Sunday, February 4, 2024

## Week 3 – Module Title/Topic

Monday, February 5, 2024

Tuesday, February 6, 2024

Wednesday, February 7, 2024

Thursday, February 8, 2024

Friday, February 9, 2024

Saturday, February 10, 2024

Sunday, February 11, 2024

## Week 4 – Module Title/Topic

Monday, February 12, 2024

Tuesday, February 13, 2024

Wednesday, February 14, 2024

Thursday, February 15, 2024

Friday, February 16, 2024

Saturday, February 17, 2024

Sunday, February 18, 2024

## Week 5 – Module Title/Topic

Monday, February 19, 2024

Tuesday, February 20, 2024

Wednesday, February 21, 2024

Thursday, February 22, 2024

Friday, February 23, 2024

Saturday, February 24, 2024

Sunday, February 25, 2024

## WINTER BREAK – NO CLASSES

Monday, February 26, 2024

Tuesday, February 27, 2024

Wednesday, February 28, 2024

Thursday, February 29, 2024

Friday, March 1, 2024

Saturday, March 2, 2024

Sunday, March 3, 2024

## Week 6 – Module Title/Topic

Monday, March 4, 2024

Tuesday, March 5, 2024

Wednesday, March 6, 2024

Thursday, March 7, 2024

Friday, March 8, 2024

Saturday, March 9, 2024

Sunday, March 10, 2024

## Week 7 – Module Title/Topic

Monday, March 11, 2024

Tuesday, March 12, 2024

Wednesday, March 13, 2024

Thursday, March 14, 2024

Friday, March 15, 2024

Saturday, March 16, 2024

Sunday, March 17, 2024

## Week 8 – Module Title/Topic

Monday, March 18, 2024

Tuesday, March 19, 2024

Wednesday, March 20, 2024

Thursday, March 21, 2024

Friday, March 22, 2024

Saturday, March 23, 2024

Sunday, March 24, 2024

## Week 9 – Module Title/Topic

Monday, March 25, 2024

Tuesday, March 26, 2024

Wednesday, March 27, 2024

Thursday, March 28, 2024

Friday, March 29, 2024

Saturday, March 30, 2024

Sunday, March 31, 2024

## Week 10 – Module Title/Topic

Monday, April 1, 2024

Tuesday, April 2, 2024

Wednesday, April 3, 2024

Thursday, April 4, 2024

Friday, April 5, 2024

Saturday, April 6, 2024

Sunday, April 7, 2024

## SPRING BREAK – NO CLASSES

Monday, April 8, 2024

Tuesday, April 9, 2024

Wednesday, April 10, 2024

Thursday, April 11, 2024

Friday, April 12, 2024

Saturday, April 13, 2024

Sunday, April 14, 2024

## Week 11 – Module Title/Topic

Monday, April 15, 2024

Tuesday, April 16, 2024

Wednesday, April 17, 2024

Thursday, April 18, 2024

Friday, April 19, 2024

Saturday, April 20, 2024

Sunday, April 21, 2024

## Week 12 – Module Title/Topic

Monday, April 22, 2024

Tuesday, April 23, 2024

Wednesday, April 24, 2024

Thursday, April 25, 2024

Friday, April 26, 2024

Saturday, April 27, 2024

Sunday, April 28, 2024

## Week 13 – Module Title/Topic

Monday, April 29, 2024

Tuesday, April 30, 2024

Wednesday, May 1, 2024

Thursday, May 2, 2024

Friday, May 3, 2024

Saturday, May 4, 2024

Sunday, May 5, 2024

## Week 14 – Module Title/Topic

Monday, May 6, 2024

Tuesday, May 7, 2024

Wednesday, May 8, 2024

Thursday, May 9, 2024

**Friday, May 10, 2024 – LAST DAY OF CLASSES FOR CAMPUS-BASED PROGRAMS**

Saturday, May 11, 2024

Sunday, May 12, 2024

## Week 15 – Finals Week or Module Title/Topic

**Monday, May 13, 2024 – READING DAY – NO CLASSES OR EXAMS FOR CAMPUS-BASED PROGRAMS**

Tuesday, May 14, 2024

Wednesday, May 15, 2024

Thursday, May 16, 2024

**Friday, May 17, 2024 – LAST DAY OF CLASSES FOR ONLINE PROGRAMS**

## GRADUATION WEEKEND

Saturday, May 18, 2024: Castleton Commencement

Saturday, May 18, 2024: Johnson Commencement

Sunday, May 19, 2024: Lyndon Commencement

Sunday, May 19, 2024: Williston/Randolph Commencements