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To use this syllabus template: Click “File” then “Make a Copy.” You do not need to request access. This template is available for anyone to use once they make a copy for themselves.

Please use the following naming convention when you save your document:

- SUBJ_NUMBER_SECTION_CRN_LName_SEM INITIAL_SEM and LAST 2 DIGITS OF YR
- Example: PUFY_1000_A28_3465_McConnell_SP26

Be sure to save your file as a pdf and submit the syllabus via the Spring 2026 Syllabus Submission Google Form by the appropriate deadline and also post to Canvas.

Instructions for using this Syllabus Template

- Required syllabus content which cannot be removed has been left black.
- Please update text in gray with the appropriate course content.
 - Note: The program of the course you are teaching may have additional content that the program has deemed essential. For that information, contact your program point-person.
- Adjust included descriptions of activities and outcomes to fit your course.
- Be sure to delete notes before finalizing your syllabus.

Make your syllabus accessible and well-designed

Using this syllabus template is your first step toward creating an accessible syllabus. The [Faculty Center for Innovation, Collaboration, and Support](#) offers additional resources. There are also additional resources and information for viewing on the Parsons [Faculty Resources page](#) under the “Designing & Creating Your Syllabus” show/hide.

Submit your syllabus on time

Syllabi must be provided electronically or in hard copy to students on the first class meeting and uploaded to Canvas that same day. Syllabi must be submitted via the Deans’ Office [Syllabus Submission Google Form](#) no later than **Friday, February 6th** for classes that begin during the first three weeks of the term. For later starting classes, a copy must be submitted by the Friday of the first week of the class. Failure to do so will result in a note to file for all faculty and a basis for discipline up to and including non-reappointment for part time faculty, TFs, and TAs.

Delete the information above from your finished syllabus before distribution.

The New School

Parsons School of Design

School and/or Program Name

Subject Code + Course Master + Section Letter(s)

Course Title [must be what is listed in the [Course Catalog](#)]

CRN [must be what is listed in the [Course Catalog](#)]

Meeting Day, Time, Building, and Room

Spring 2026 Course Syllabus

Complete Syllabus Overview

Instructor Information

Faculty First and Last Name(s)

Email address @newschool.edu [You must use your New School email here and in all communications with students.]

Available for consultation [day / time? Immediately after class? By appointment? Other?]

Brief [Faculty Bio](#) [optional]

Course Description

Use the course description found in the university [Course Catalog](#), including pre- and co-requisites. You may add to the Course Catalog description with specific details on course goals and how the course will be conducted (lectures, small group discussion, project teams, field experiences, etc.) but please do not rewrite the official description

Learning Outcomes

All syllabi must list at least three to five course-level learning outcomes – i.e., what students should know or be able to do by the end of the course. Faculty should consult with program leadership to guide development of course-level learning outcomes, particularly for required classes or classes that are taught by multiple faculty members. The following resources contain guidelines for creating productive learning outcomes as well as useful tips on overall course design and delivery:

- [The Writing Student Learning Outcomes](#) webpage.
- [The Guide to Teaching and Learning](#), in particular the section on [Strategies for Teaching](#).
- [The Faculty Center for Innovation, Collaboration, and Support](#) webpage.

By the successful completion of this course, students will be able to:

1. [Learning Outcome].
2. [Learning Outcome].
3. [Learning Outcome].
4. [Learning Outcome].

5. [Learning Outcome].

Shared Capacities

A small number of Parsons courses meet Shared Capacities ([see here for Spring 2026 list](#)). Please include any Shared Capacities identified for your course. The appropriate Shared Capacities are viewable via the [Course Catalog](#) entry for your course. Learning outcomes for the Shared Capacities are available [here](#).

Assessable Assignments

List all the assignments and activities upon which students will be graded in order to meet the learning outcomes. Due dates as well as the task/activity requirements must be listed. *(For example, Essay #2, Due 10/15/25, Write a 3-page proposal for your final presentation, including a theoretical perspective previously discussed in class.)*

We recommend that you use Canvas to encourage different kinds of participation. Many of our students thrived in the online learning environment during the 2021-2022 academic year during which alternative ways to participate were offered.

Evaluation and Final Grade Calculation

Detail how the final grade will be calculated (in percentage or points). Assign percentages or points next to each Assessable Task. Clear criteria should be used, specifying how you will know whether students achieved the learning outcomes.

Meaningful Participation and Attendance

The text below is a condensed version of the Parsons attendance policy found in the [Academic Catalog](#). **Clearly articulate your personal expectations around attendance and meaningful participation and how it can impact a student's grade. Have students refer to the full Meaningful Participation and Attendance policy below. If you have a late work policy, include it.**

Class participation is an essential part of class and includes: keeping up with reading, assignments, projects, contributing meaningfully to class discussions, active participation in group work, and attending sessions regularly and on time.

The attendance guidelines were developed to encourage students' success in all aspects of their academic programs. Full participation is essential to the successful completion of coursework and enhances the quality of the educational experience for all, particularly in courses where group work is integral. Thus, Parsons promotes high levels of attendance. Students are expected to attend classes regularly and promptly and in compliance with the standards stated in this course syllabus.

While attendance is just one aspect of meaningful participation, absence from a significant portion of class time may prevent the successful attainment of course objectives. A significant portion of class time is generally defined as the equivalent of three weeks, or 20%, of class time. Lateness or early departure from class may be recorded as one full absence. Students may be asked to withdraw from a course if habitual absence or tardiness has a negative impact on the class environment.

TNS encourages faculty to deploy the grading tool in Canvas. It is a straightforward way to help students know where they stand throughout the course. In addition, this tool affords the opportunity to add comments with grade entry, which may enhance student learning. Follow the “Grades” option visible on the left side of the Canvas course page to enter grades.

Meaningful Participation / Attendance	x%
Project	x%
Project	x%
Etc.	
TOTAL	100%

What follows is the University’s grading standards. You should articulate your own policy for work taking other forms (e.g. presentations, critiques, visuals). Use clear criteria, specifying how both you and your students will know whether they have achieved the learning outcomes. **Note:** The grading percentages only apply to undergraduates.

Final Grade	Description	Percentage (Undergraduate Only)	GPA Analog
A	Work of exceptional quality, which often goes beyond stated goals of the course	95% - 100%	4.0
A-	Work of very high quality	90% - <95%	3.7
B+	Work of high quality; Higher than average abilities	87% - <90%	3.3
B	Very good work; satisfies the goals of the course	83% - <87%	3.0
B-	Average work; average understanding of course material	80% - <83%	2.7
C+	Below average work; understanding of course material	77% - <80%	2.3
C	Acceptable work; passable	73% - <77%	2.0
C-	Passable work but below good academic standing	70% - <73%	1.7
D	Well below good academic standing	60% - <70%	1.0
F	Failure, no credit	0% - <60%	0

***Note:** Grades of D are not used in graduate level courses. Percentages above apply to Undergraduate grading scale only.

Course Readings, Materials, and Technology Requirements

Provide a list of readings, technology applications (e.g., Zoom, Adobe Creative Cloud, etc.), required materials and where students may purchase or access them, (e.g., through the Libraries via the Course Reserves tab in Canvas, if placing items on reserve), **as well as an estimate of the cost**. If applicable, refer students to any additional program or school requirements. Please be mindful of the cost of materials, and strive to keep this affordable for students.

Readings

Include details such as full name of textbook, author, edition, ISBN, description (if desired), and where it can be purchased. If a required text is available online, indicate where it can be accessed. Some

materials may be available through [The New School Libraries](#) and placed on [Course Reserves](#). Any optional readings and where they can be accessed (e.g. Canvas) should be included in the syllabus and identified accordingly.

The required style guide for all Parsons classes is the Chicago Manual of Style ([online manual](#)). This must be listed on the syllabus. You may wish to include the following as a required reference book for your course:

Turabian, Kate. *A Manual for Writers of Term Papers, Theses and Dissertations*. 9th ed.
Chicago: University of Chicago Press, 2018.

For graduate courses, a supplemental bibliography for additional/recommended reading is recommended. You should note where students may purchase required readings. Consider [Course Reserves](#) for compiled materials.

Materials, Supplies, and Technology

List materials and the approximate costs. Please be mindful of the cost of materials associated with coursework, indicating those that are absolutely necessary versus those that are optional.

If faculty wish to include technology applications other than those made available by the University, they should consult with their Program Administrator to address accessibility issues and cost before including these applications in their course.

In keeping with our approach to inclusive pedagogy we are asking that you be mindful of the costs associated with your course. Our students have demonstrated extraordinary resilience and inventiveness with sourcing materials, often at low or no cost. Consider how you might build on this in order to encourage the same kind of innovations and simultaneously manage expectations in relation to material costs. As you are evaluating course projects, bear in mind how you can encourage a responsible approach to how students source their materials.

Use of Generative Artificial Intelligence (AI) Tools.

TNS requires faculty to think about how students might (or might not) purposefully use generative AI tools such as ChatGPT, Midjourney, and Dall-E to support and demonstrate their learning. Faculty should provide a statement here describing whether and how AI can be used in their courses. [Examples of course policies are available here](#).

(Optional) Sensitive Topics

If relevant, faculty may want to include a notification regarding sensitive topics addressed in the course. For example: “The following course addresses topics that may be distressing to students. These topics include [list what those topics are]. Students who feel uncomfortable with listed course content may wish to notify their instructor. Students may also wish to access The New School’s mental health resources throughout the duration of the course for help with dealing with topics covered by the course.”

Course Outline

Parsons Syllabus Requirements & Template Last updated 12/17/2025

It is typical during the add/drop phase of the semester (particularly in elective courses) that students move around before they settle into their classes. As you are planning the sequence of your course and the various assignments, we recommend that you build that to be as inclusive as possible. Consider how you might plan low stakes projects for students in at least the first 2 weeks of the semester which will not hamper any students who do not join until later from participating in the rest of the class. We recommend you use your Canvas page to add materials and information where students can navigate independently.

Outline the course topics, activities, assignments, readings, etc. to be covered during the semester. Check the [Academic Calendar](#). You may also wish to see the [Class Session Dates](#) document for dates by days-of-the-week; see tabs for templates, by day.

WEEK 1	DATE	Introduction, Syllabus Provided on Canvas,	Assignment: Reading for next class XXX
WEEK 2	DATE	[Topic or Activity]	Assignment: Reading for next class XXX Due:
WEEK 3	DATE	[Topic or Activity]	Assignment: Reading for next class XXX Due:
WEEK 4	DATE	[Topic or Activity] [Topic or Activity]	Assignment: Reading for next class XXX Due:
WEEK 5	DATE	[Topic or Activity]	Assignment: Reading for next class XXX Due:
WEEK 6	DATE	[Topic or Activity]	Assignment: Reading for next class XXX Due:
WEEK 7	DATE	[Topic or Activity] Conduct Midterm Evaluations <i>**on or about this date (see notice for each sem)</i>	Assignment: Reading for next class XXX Due:
WEEK 8	DATE	[Topic or Activity]	Assignment: Reading for next class XXX Due:
WEEK 9	DATE	[Topic or Activity]	Assignment: Reading for next class XXX Due:
WEEK 10	DATE	[Topic or Activity]	Assignment: Reading for next class XXX Due:
WEEK 11	DATE	[Topic or Activity]	Assignment: Reading for next class XXX Due:
WEEK 12	DATE	[Topic or Activity]	Assignment: Reading for next class XXX Due:

WEEK 13	DATE	[Topic or Activity]	Assignment: Reading for next class XXX Due:
WEEK 14	DATE	[Topic or Activity] **Set aside time for Course Evaluations.	Assignment: Reading for next class XXX Due:
WEEK 15	DATE	[Topic or Activity] Last Class	Assignment: Reading for next class XXX Due:

University, College, School, and Program Policies

Academic Integrity

Compromising your academic integrity may lead to serious consequences, including (but not limited to) one or more of the following: failure of the assignment, failure of the course, academic warning, disciplinary probation, suspension from the university, or dismissal from the university.

Students are responsible for understanding the University's policy on academic honesty and integrity and must make use of proper citations of sources for writing papers, creating, presenting, and performing their work, taking examinations, doing research, and using Artificial Intelligence. It is the responsibility of students to learn the procedures specific to their discipline for correctly and appropriately differentiating their own work from that of others. The full text of the policy, including adjudication procedures, is found [here](#).

Resources regarding what plagiarism is and how to avoid it can be found at the [University Learning Center](#).

The New School views "academic honesty and integrity" as the duty of every member of an academic community to claim authorship for his or her own work and only for that work, and to recognize the contributions of others accurately and completely. This obligation is fundamental to the integrity of intellectual debate, and creative and academic pursuits. Academic honesty and integrity includes accurate use of quotations, as well as appropriate and explicit citation of sources in instances of paraphrasing and describing ideas, or reporting on research findings or any aspect of the work of others (including that of faculty members and other students). Academic dishonesty results from infractions of this "accurate use". The standards of academic honesty and integrity, and citation of sources, apply to all forms of academic work, including submissions of drafts of final papers or projects. All members of the University community are expected to conduct themselves in accord with the standards of academic honesty and integrity.

[TNS Student Disability Services](#)

If you are a student with a disability/disabled student, or believe you might have a disability that requires accommodations, please head to the SDS [website](#), and complete the Self ID form. Then, head to [Starfish](#) and find a time to meet with Nick Faranda, at a time of mutual convenience. If you have any questions or concerns, please contact the Student Disability Services (SDS) at studentdisability@newschool.edu, or 212-229-5626.

Student Course Ratings (Course Evaluations)

During the last two weeks of the semester, students are asked to provide feedback for each of their courses through an online survey. They cannot view grades until providing feedback or officially declining to do so. Course evaluations are a vital space where students can speak about the learning experience. It is an important process which provides valuable data about the successful delivery and support of a course or topic to both the faculty and administrators. Instructors rely on course rating surveys for feedback on the course and teaching methods, so they can understand what aspects of the class are most successful in teaching students, and what aspects might be improved or changed in future. Without this information, it can be difficult for an instructor to reflect upon and improve teaching methods and course design. In addition, program/department chairs and other administrators review course surveys. Instructions are available online [here](#).

Additional University-wide Policies

- [Intellectual Property Rights](#)
- [TNS Grading Policies](#)
- [Title IX Policy](#)

A comprehensive overview of University policies may be found under [Policies: A to Z](#). Students are also encouraged to consult the [Academic Catalog](#).

School / Program Policies

Some schools and programs have specific policies and other content that they wish to include in all the courses. These should be included in your course syllabus. Contact your School and/or Program Leadership and support staff for any additional School and/or Program-based policies that should be included in your syllabus.

Course-specific Policies

Any policies specific to your class must also be clearly written in your syllabus. For example, many instructors create their own policies to cover a variety of classroom situations, such as late assignments, rewrites and extra credit; and your expectations should you be delayed, or makeup exams/absence on exam days.

Responsibility

Students are responsible for all assignments, even if they are absent. Late papers, failure to complete the readings assigned for class discussion, and lack of preparedness for in-class discussions and presentations will significantly impact your successful completion of this course.

Canvas

Use of Canvas may be an important resource for this class. Students should check it for announcements before coming to class each week.

Electronic Devices_

The use of electronic devices (phones, tablets, laptops, cameras, etc.) is permitted when the device is being used in relation to the course's work. All other uses are prohibited in the classroom and devices should be turned off before class starts.

Resources

The university provides many resources to help students achieve academic and artistic excellence. These resources include:

- [The University Libraries](#)
The New School Libraries provide access to a vast array of print and electronic resources as well as personal research consultations, classroom instruction, and spaces for study and collaboration.
- [Archives & Special Collections](#) and [Digital Collections](#)
The New School Archives and Special Collections holds a wide array of collections in many different formats that may be useful in your academic, artistic, and personal projects, including paper and digital records, audiovisual material, artist's books, zines, and records related to the histories of all divisions of the University. Archivists are available to help with your research and to offer guidance for locating resources specific to your topic. Contact archivist@newschool.edu to get started.
- [The University Learning Center](#)
For assistance with coursework during the semester, I encourage you to schedule free tutoring sessions at the University Learning Center (ULC). Individual appointments in Writing, Software, Computer Programming, Oral Presentations, Math, Time Management and ADHD Coaching are available from 7am-midnight Monday-Friday and 12-5pm on Saturdays. Online appointments are scheduled via [WCONLINE](#) and in person sessions or last minute virtual walk-ins can be requested by emailing learningcenter@newschool.edu. In person sessions are held at 66 W. 12th St. on the 6th floor. The ULC also offers weekly and biweekly sessions. For a complete list of services and general information, please visit [the ULC webpage](#).
- [Making Center](#)
The Making Center is a constellation of shops, labs, and open workspaces that are situated across the New School to help students express their ideas in a variety of materials and methods. We have resources to help support woodworking, metalworking, ceramics and pottery work, photography and film, textiles, printmaking, 3D printing, manual and CNC machining, and more. A staff of technicians and student workers provide expertise and maintain the different shops and labs. Safety is a primary concern, so each area has policies for access, training, and etiquette with which students and faculty should be familiar. Many areas require specific orientations or trainings before access is granted.
- [The New School Food Assistance](#) includes food assistance and additional resources for New School students.
- [Health and Wellness](#) includes additional services and support available to New School students.

Additional Syllabus Requirements for Remote Learning

Only required for courses delivered remotely, whether synchronous or asynchronous. If you are teaching in-person on campus, delete this section.

Participation/ Attendance/ Expectations for the Remote Learning Environment

[University Policy on Students' Meaningful Participation in Online Learning](#)

Participation is an essential part of class and includes: keeping up with reading, contributing meaningfully to class discussions, active participation in group work, and attending synchronous sessions regularly and on time. Students are expected to keep up with class activities and requirements **each week**.

[Also, describe additional expectations for meaningful participation. If students are unable to join synchronous sessions, how will they access the content and materials covered during the session so that they can keep up and “make-up” this absence? How will faculty and students interact on Zoom? Use the chat feature? Etc.]

Remote Learning Environment Expectations

[Faculty should describe their policies and expectations for the remote learning environment, such as ground rules for learning together in an online setting; the use of cellphones and other technology during synchronous sessions; use of the chat function in Zoom; default expectation that students have video “on” during synchronous sessions (with individual students seeking accommodations, if needed); parameters for recording and sharing Zoom sessions; etc. (Sample text for online synchronous participation can be found [here](#).)

Recording Synchronous Sessions

[Faculty should describe their plans for recording. Guidelines for recording synchronous sessions can be found [here](#).)

Remote Learning Minimum Technology Requirements

[In addition to the list of technology applications, faculty should include a statement of minimum technology requirements, such as: “Online instruction using Canvas and Zoom will require students to have either a computer, tablet, or smartphone which can run those applications with a minimal internet access speed of 800kbps upload and 1.0Mbps download. It is recommended that students make use of a webcam or the camera included in their device to participate in video discussions. It is also recommended that a headset with a microphone is used to limit background noise.”]

Delays

In rare instances, I may be delayed for synchronous sessions. If I have not joined by the time the session is scheduled to start, you must wait a minimum of thirty minutes for my arrival. In the event

that I will miss a session entirely, an announcement will be made on Canvas indicating any work that should be completed before the next synchronous session.