# Course Prefix, Name and Number

Semester Year

Semester Hours

## Course and Instructor Information

**Instructor Name:**

**Contact Information:** office, e-mail, and work phone

**Hours of Availability:**

**Instruction Mode:** (**Instructions**: choose one of the following and delete the rest: on-campus face-to-face, off-campus face-to-face, online asynchronous, online synchronous, Interactive Video)

**Time Zone (Online Courses):** All times indicated throughout this syllabus reflect Central Time (CT).

**Meeting Times and Location:**

## Course Description

**Instructions:** Enter the course description exactly as it is displayed in the current academic catalog.

### Pre-/Co-requisites: Add text here. If none, include: No Pre-/Co-requisites are required

Course Objectives

Add text here

Required/Recommended Materials and Technologies

**Instructions:** Enter a list of the required and/or recommended textbooks, Open Educational Resources (OERs), software, web-based resources, online platforms, equipment, licenses, exam fees, access codes, and other materials in this course. For courses that do not require a textbook, please describe alternate resources used in the course.

Add text here

Course Expectations

**Instructions**: As you compose the information for each of the areas in this section, include any expectations you have of the student and what the student can expect of you. This section must contain the information included below (subheading titles may be edited by instructor preference) as well as any customized information needed for this course.

### Instructor/Student Communication

Students are accountable for all academic communications sent to their MSU email address.

Add text here

### Assignments and Assessments

Add text here

## Method of Evaluation/Grading

**Instructions**: This section must contain the information included below (subheading titles may be edited by instructor preference) as well as any customized information needed for this course. 1) Describe what *your students* can expect *of you* in terms of grading turnaround time. [See Timely Manner clause in M490 Section B]. Describe what *you* expect *from students* regarding late submissions, make-up exams, etc. 2) any attendance and/or participation policies, 3) grading scale (90-100=A; 80-89=B; etc.), and 4) the grade breakdown for the course.

### Grading Policies

Add text here

### Attendance/Participation Policies

Add text here

### Grading Scale

Add text here

### Breakdown of Grades

Add text here

Enrollment Verification

### On-Campus Course Statement

The U.S. Department of Education requires instructors to conduct an activity which will validate student enrollment in this course. Class attendance will be used to verify enrollment in on-campus courses. If you do not attend, your enrollment in this course will be at risk.

### Online Course Statement

The U.S. Department of Education requires instructors of online courses to provide an activity which will validate student enrollment in this course. The only way to verify that a student has been in this course is if he or she takes an action in the LMS, such as completing an assignment or a taking a quiz. Logging into the LMS is **NOT** considered active course participation. Please complete the designated enrollment verification activity by the date indicated. If it is not complete your enrollment in this course will be at risk.

Proctor Notification

**Instructions: This section is required for online classes only.** Faculty using proctors must notify students that a proctor is required. Instructors **may not** require use of a proctor **unless** this requirement was specifically explained Campus Connection prior to course registration and included in the course syllabus. You may offer paid-for proctoring services, such as ProctorU, as an *option* (rather than a requirement) if you have not met these conditions.

**If a proctor is not required, enter this required statement:**

No proctors are required for this course or this course will use YuJa Proctoring.

Important Student Information

**Instructions**: Navigate to Blackboard > MaSU tab > Student Resources tab to find a document entitled, “Important Student Information,” which includes information about:

* Academic Grievance Concerns and Instructor English Proficiency
* Starfish - Student Success System
* Students with Documented Disabilities
* Student Learning Outcomes / Essential Learning Outcomes
* Academic Honesty
* Emergency Notification
* Continuity of Academic Instruction for a Pandemic or Emergency
* Family Educational Rights and Privacy Act of 1974 (FERPA)
* Diversity Statement (Title IX)

Course Timeline/Schedule

**Instructions**: The information listed in the timeline/schedule should include assignments, due dates, where to find info if needed. If a separate Word document or LMS page is used, reference its title and location in this section.

## Appendix

## Other Required Items, if Applicable:

Coronavirus (COVID-19) Information for On-Campus Courses

The health and safety of our students, staff, and faculty is our top priority. Mayville State University is committed to resuming face-to-face instruction on campus beginning with the fall semester of 2020. Please refer to the *Fall 2020 COVID-19 Classroom Guidelines for On-Campus Courses* document for additional information regarding classroom expectations and modifications necessary to minimize exposure risk and promote health and safety for students and faculty within on-campus classes.

In the event that a rebound in COVID-19 local infections necessitates a change in course format, plans for remote options for this course include [Insert your contingency remote plans]

## Courses Grouped in the LMS

**Instructions**: If you intend to group your courses in the LMS, use the following statement. If not, delete this section: All sections of class name, class number, and delivery method have been grouped together in one Blackboard course shell.  Students will see the names, locations, email addresses, discussion forum postings, and contributions to group activities of all students enrolled in the grouped course for the current semester. Grouping classes allows for access to enhanced course materials, greater diversity of opinions and life experiences in course discussion boards, and expanded class sizes for course activities.

**Important Reminder:** Additional permissions are required to use any course materials that include student identifiers, such as any recorded materials or samples of student work. Please refer to the FERPA Course Grouping Release Form located under the Faculty Resources tab on the home page for either LMS.

## Essential Studies Courses

As part of Mayville State University’s Essential Studies curriculum, this course seeks to prepare students for twenty-first century challenges by gaining: 1) Knowledge of human cultures; 2) Intellectual and practical skills; 3) Personal and social responsibility; 4) Integrative and applied learning.

## Division-Specific Items

How to address your instructor

**Instructions**: Students are often confused by how to address their instructors. The syllabus is an excellent opportunity to provide students with direction on your preference.

Given my rank at MSU and my degree, I prefer to be called, “\_\_\_\_\_\_\_\_”.

Conceptual Framework(required for EDUC/EC Block courses and Professional Education Core courses)

**Instructions**: Teacher education courses must enter the following statement:

Teacher education courses are based upon the Conceptual Framework: Reflective Experiential Teacher. See the document ‘Conceptual Framework’ provided in the course shell.

**Note**: Teacher Ed can add their own requirements and inform the instructors involved.

INTASC-Teacher Education

**Instructions**: Enter the learning objectives developed for this course. Include references to INTASC Standards if this course is for the teacher education program.

Add text here

Program Student Learning Outcomes (SLOs) Addressed in This Course

As part of Mayville State’s effort to demonstrate continuous improvement in achieving student learning outcomes, this course will address the following SLOs:

* enter SLO and description here
* enter SLO and description here

### The following SLOs/Professional Standards will be mastered in this course:

| **SLOs/Professional Standards** | **Mastery Assignment** |
| --- | --- |
|  |  |
|  |  |

Instructional Strategies(required for teacher education and Nursing program courses)

**Instructions**: Enter a list of instructional strategies that will be used in the course. **Examples** include active learning, advanced organizers, blended learning, brainstorming, character analysis, concept mapping, discussion forums, exams, feedback, flipped classroom, position papers, presentations, reflective writing, etc.

Add text here

Proctor Notification

**Instructions:** Faculty using proctors must notify students that a proctor is required.

If a proctor is not required, enter this required statement:

No proctors are required for this course.

If a proctor is required: Instructors must provide students with the information their proctor needs to know so that the proctor understands his or her expectations and responsibilities. If your students will not be permitted to use ProctorU, or some other proctoring service, be sure to note that. Also note that there may be a cost involved in hiring a proctor. A model paragraph is provided below. **Be sure to customize this for your own course requirements in the underlined areas.**

This course requires a proctor for exams. A proctor is an individual who will monitor you while taking an exam to ensure academic integrity. To be approved as a proctor, the individual must be a disinterested professional with a valid business address, business phone number, and business email address (professional contact information is required; personal contact information such as Yahoo or Hotmail addresses will not be accepted). Proctors should be people in education or education-related fields and/or responsible positions of workplace leadership. Examples of potential proctors include university faculty and staff members, testing centers, library staff, elementary or secondary teachers or administrators, law enforcement or military officers, and human resource or workforce development staff. Friends, family members, and other students are not allowed as proctors. You may also/may not hire ProctorU, a proctoring service that works with the institution. Keep in mind, proctors can sometimes charge for their services (see our [ProctorU page](https://mayvillestate.edu/academics/instructional-technology/instructional-technology/proctoru/) for a list of fees for NDUS students). You should speak to your potential proctor and ensure that he or she understands the time commitment and responsibilities before submitting his or her name for approval with Extended Learning. Your proctor information should be submitted at the start of the semester and must be submitted **at least 10 days prior to the first proctored exam.** Failure to have a proctor secured by exam time may result in a zero grade. More information on submitting proctors for approval can be found on the [Submit a Proctor page of the MSU website](http://www.mayvillestate.edu/msu-online/msu-online/submit-proctor/).

As the student, it is your responsibility to provide your proctor with the following information:

In this course, there will be enter # of exams exams. Exams are due enter due dates. Each exam is # of hours long and will be taken online. As the proctor, you are expected to provide a quiet location with reliable internet access. You must also keep the passwords secure and watch over the student to see that he or she is not using additional resources. If technical issues arise, please contact me immediately. Also, some proctors may charge a fee to proctor an exam. Students are responsible for paying for any exam proctoring charges and should discuss payment options directly with the proctor.

Late Arrivals

The grading system for students adding this course after the first day of instruction will be modified. The student will be graded only on the activities that transpired while the student is enrolled. Students will not be penalized for missed assignments, but the student is still responsible for learning the course material that was covered during their initial absence.

## Useful Information for Syllabus Development

Required/Recommended Materials and Technologies

When referencing materials, we recommend that you use and model the formatting and writing style (APA, MLA) you require your students to use.

Course Expectations

**Instructions**: Provide a detailed explanation of your course-specific expectations and requirements for all assignments. **For instance**: a) Describe your expectations for the content of discussion forum posts and responses as well as the format in which they should be submitted; b) Explain which citation style is required for the research paper assignment and how you expect the paper to be submitted (e.g. in the LMS). **A specific example**:

Discussion Forums – Discussion forum posts should be on time and grammatically correct. Posts should thoroughly answer questions and should include citations using APA Style formatting.

Instructor/Student Communication (now a subheading for Course expectations)

**Instructions**: This section should contain the two sections described below as well any customized information needed for this course.

1) Describe what *you* expect *of**students* with regard to communication, such as your preferred method and time you expect them to contact you. **For** **example (customize to your needs)**:

Please contact me via text between the hours of 8:00 am and 9:00 pm.

### Please ensure that you have include this required statement:

Students are accountable for all academic communications sent to their Mayville State University e-mail address.

2) Describe what *your students* can expect *of you* in terms of communication, such as what they can expect for a response time to their efforts at communication. **For example (customize to your needs)**:

If you contact me via text between the hours of 7:00 am and 7:00 pm, you can expect a response within 4 hours. Contact occurring via email may take longer. I will not respond to communication that occurs outside of the times mentioned until the next 12-hour cycle of availability begins. Any exceptions to this will be posted in the Course Announcements.

Assignments and Assessments

Add text here

Method of Evaluation/Grading

**Instructions**: This section should contain the two sections described below as well as any customized information needed for this course.

1) Describe what *your students* can expect *of you* in terms of grading turnaround time. [See Timely Manner clause in M490 Section B]. 2) Describe what *you* expect *from students* regarding late submissions, make-up exams, etc. Also, include any attendance and/or participation policies, the grading scale (90-100=A; 80-89=B; etc), and the grade breakdown for the course. **Customize the examples below for your own situation.**

Example #1. Breakdown of Grades:

Total points possible = 500

* + 5 Exams = 50 points each for a total of 250 points: 50% of final grade
	+ Research paper = 100 points: 20% of final grade
	+ Presentation = 100 points: 20% of final grade
	+ 10 Discussion Forum posts & responses = 5 points each = 50 points total: 10% of final grade

Example #2. Breakdown of Grades

| **Activity** | **No. of Occurrences** | **Points Possible** | **Percent of Total Grade** |
| --- | --- | --- | --- |
| Exams | 5 | 250 | 50% |
| Research Paper | 1 | 100 | 20% |
| Presentation | 1 | 100 | 20% |
| Discussion Forum posts & responses | 10 | 50 | 10% |
| Total Points Possible |  | 500 |  |

References/Bibliography

**Instructions**: If you used references to write your syllabus, we recommend demonstrating proper use of your preferred formatting style by citing them here.