**MaSU Syllabus Template 2018-2019**

**Quick Start Guide**

1. **Review the Checklist of Changes on page 2.**
2. **Delete everything in light blue.**
3. **Retain *or* delete items that are customized for each individual course.**
4. **Fill in the blanks for everything underlined.**

**Introduction to the MaSU Syllabus Template and how to use it.**

The MaSU Syllabus Template outlines requirements and recommendations for all MaSU syllabi. You may use the template as a starting point for a new syllabus or as a guide for updating an existing syllabus. The layout of this template is highly recommended to provide consistency across courses in the institution. However, faculty and/or academic divisions may choose a different layout as long as **all required items** are included.

**Instructions**. Each section of the template contains a set of instructions indicated by text shaded in light blue. (Previous templates had text highlighted; we changed it to shading to reduce the bright colors.) All instructional text should be deleted before distributing the syllabus to students.

**Examples.** Examples are not shaded in light blue to reduce the need to remove blue shading if you use the example. If you do not use the example, please delete it.

**Fill in the blank.** Sections that need to be filled in underlined.

**Recommendations** **and** **requirements.** Recommendations and requirements are indicated by parentheses next to each section header and are also shaded in light blue, as shown here:



**How to remove the blue shading.** This template has been designed to make it easy to remove the blue shading by simply deleting the section that is shaded. However, just in case you run into trouble getting rid of it, here are two ways to do so: 1) Use your mouse to highlight the troublesome text, Home tab > Paragraph section > Open the Shading button (shaped like a bucket) > Choose No Color. 2) Use your mouse to highlight the troublesome text and press Ctrl+Q. This will remove all formatting from the paragraph, so use it as a last resort.

**Checklist of Changes for 2018-2019**

This checklist indicates the changes that were made for this version of the template:

* **References to Moodle were removed**.
* **Learning Management System (LMS).** Section added above **Instruction Mode** section to facilitate the notification of students as to the LMS in which each course will be taught.
* **How to address your instructor**. Added above Meeting Times and Location section to prompt instructors to communicate the way they prefer to be addressed.
* **Instructional Technologies Utilized in this Course.** This section has been update with current instructional technologies.

**MAYVILLE STATE UNIVERSITY** (required)

 **Course Name, Prefix and Number** (required)

**Semester Hours** (required)

**Semester, Year** (required)

**Instructor Name and Contact Information:** office, e-mail, & work phone (required)

**Hours of Availability:** (required)

**Learning Management System (LMS) used for this Course**: List Moodle or Blackboard Learn (required)

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

**Time Zone:** All times indicated throughout this syllabus reflect Central Time (CT) (Required for online)

**How to address your instructor** (recommended)

**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, “\_\_\_\_\_\_\_\_”.

**Meeting Times and Location:** (recommended, if applicable)

**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:

The students in this course are grouped with students enrolled in class name, class number, and delivery method.  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.

**Course Description** (required)

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

 **Pre-/Co-requisites** (recommended)

**Instructions**: The Office of Academic Affairs recommends that you add a list of pre- and co-requisites for this course. However, this is not required.

**Purpose of the Course** (required)

**Instructions**: Enter an in-depth description of the purpose of the course. It should expand upon the course description above*.*

**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.

**Course Objectives** (required)

**Instructions**: Enter the learning objectives developed for this course. Include references to INTASC Standards if this course is for the teacher education program. **Tips for writing objectives**: Learning objectives describe, in specific and measurable terms, what you want your students to know or be able to do by the end of the course. For more information on writing objectives, see the Instructional Design and Technology Site in SharePoint.

**Program Student Learning Outcomes (SLOs) Addressed in This Course** (required)

**Required Statement for All Courses**

The Academic Program Student Learning Outcomes document can be found in your course shell. It contains all learning outcomes pertaining to Essential Studies courses and all majors and minors. The document has an index so you can quickly find the degree you are pursuing.

**Instructions:** Retain the statement(s) below **that pertain to this class**. Delete the statement that does not. If this course is *not being assessed* in 17-18, delete *both* required statements listed below. Complete the underlined sections to customize the statement.

**Required Statement for Courses Assessing Major/Minor Program Outcomes**

As part of Mayville State’s effort to demonstrate continuous improvement in achieving student learning outcomes, this course will assess enter SLO #s as part of the enter major or minor.Describe the assignments being used.

**Required Statements for Essential Studies and LEAP Capstone 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.

**Course Improvements Based on Most Recent Assessment Findings** (required)

**Instructions:** Retain the statement(s) below **that pertain to this class**. Delete the statement that does not.

**Instructions for courses with prior assessment**: Enter findings and subsequent actions taken to improve student learning based on prior assessment of this course.

**Instructions for courses with NO prior assessment**: If (and only if) no assessment data is available for this course, use the following statement:

This course will be assessed in the future and the findings will be reported in this syllabus.

**Required/Recommended Materials** (required)

**Instructions:** Enter a list of the required and/or recommended textbooks, Open Educational Resources (OERs), software, web-based resources, 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. When referencing materials, we recommend that you use and model the formatting and writing style (APA, MLA) you require your students to use.

**Instructional Strategies** (required for teacher education 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.

**Learning Experiences** (required)

**Instructions**: Describe when, how and where student learning will take place. **For example**:

* Read all assignments prior to class, including chapters as noted, research articles, etc.
* Assignments will be given via the Detailed Schedule OR in class. Submit all assignments in the LMS on designated due dates.

**Instructional Technologies Utilized in this Course** (recommended)

**Instructions**: Please choose the technologies below that apply to your course, and/or expand the list as appropriate. You can find [the most current list of technologies and their descriptions](http://www.mayvillestate.edu/prospective-students/academics/instructional-technology/instructional-technology/) on the MSU website. Delete technologies you will not be using. This is not required.

* Moodle or Blackboard
* Blackboard Collaborate Ultra
* Pexip
* Skype for Business
* Tegrity
* IVN
* Hoonuit

**Expectations/Protocols** (required)

**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** (required)

**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**:

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

**Please 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**:

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.

**Method of Evaluation/Grading** (required)

**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.

**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** |  |

**Enrollment Verification** (required for online courses)

**Instructions**: Please enter the following 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 attendance. Please see the enrollment verification activity and complete it by the date indicated. If it is not complete your enrollment in this course will be at risk.

**Proctor Notification** (required for online courses)

**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. A model is provided below. Be sure to customize this for your own course requirements. **Example** of information instructors should provide students in courses requiring a proctor:

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, a proctor must be a disinterested professional with a valid business office, telephone, and email address (Yahoo or Hotmail addresses are not acceptable). 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 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.

**Conditions for use of ProctorU.** ProctorU is a proctoring service paid for by the student. Instructors **may not** require ProctorU **unless** this requirement has been specifically explained in Connect ND prior to registration of the course and in the course syllabus. You may offer ProctorU as an *option* (rather than a requirement) if you have not met these conditions.

**Late Arrivals** (recommended)

**Instructions**: If students registering late to your course causes significant scheduling challenges, consider this statement (Remember to delete if you do not use).

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.

**Important Student Information** (required)

**Instructions**: Enter the following required statement:

In the course shell, you will 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
* Academic Honesty
* Emergency Notification
* Continuity of Academic Instruction for a Pandemic or Emergency
* Family Educational Rights and Privacy Act of 1974 (FERPA)
* Diversity Statement

**References/Bibliography** (recommended, if applicable)

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

**Course Timeline/Schedule** (required for online courses)

**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.