**MAYVILLE STATE UNIVERSITY** (required)

**Course Name, Prefix and Number, Semester Hours** (required) **Semester, Year** (required)

**Meeting times and location:** (recommended, if applicable)

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

**Hours of availability:** (required)

**Course Description:** from the catalog(required)

 Pre-/Co-requisites: (recommended)

**Why Am I Taking This Class?** (recommended)

**Purpose of the Course** (required)

In depth description of purpose of the course; expands upon the description

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

Teacher education courses are based upon the Conceptual Framework: Reflective Experiential Teacher. See Moodle document ‘Conceptual Framework’

**Course Objectives** (required)

Objectives developed by the instructor for this course (include reference to INTASC Standards if this course is for the teacher education program).

* ***Helpful Tip***: 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 Addressed in This Course** (required)

Please list the SLOs (or ELOs) addressed in this course with the statement below.

Note: Essential Studies courses should have all Essential Learning Outcomes and the focus areas chosen for this course listed here. (See the Academic Assessment Site in SharePoint for a list of all ELOs and their focus areas.)

The entire Academic Program Student Learning Outcomes (SLO) document can be found in your Moodle course shell.The document has an index so you can quickly find the degree you are pursuing.

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

This course will be assessed in the future and the findings will be reported in this syllabus. (Note: Use this statement if no assessment is available.)

\*\*See sample statements at the end of the template.

 Note: These sample statements **are to be removed** from the syllabus before distributing to students.

**Required/Recommended Materials** (required)

**Instructional Strategies** (required for teacher education program courses)

A list of strategies that will be used in the course for learning. For example:

* Discussion forums
* Reflective Research Reviews
* Written and Oral Communication
* Exams

**Instructional technologies utilized in this course:** (recommended)

Please CHOOSE the technologies below that apply to your course, or expand the list as appropriate.

* **Moodle** – MSU’s learning management system and virtual class environment
* **Blackboard Collaborate** – web conferencing tool. This can be used to facilitate communication between instructors and students and between students in real time.
* **Blackboard Instant Messenger** - an instant messaging and voice chat tool that allows students and instructors to communicate and collaborate synchronously online. This tool is available in every course and allows you to chat with the other members of your classes with ease.
* **Tegrity** – screen and video recording option. Some instructors use this to record their lectures with their presentation slides.
* **IVN – Video Conferencing -** IVN uses high definition H.323 full-color video and audio that allows all sites to hear and see any person speaking. Two or more sites can be scheduled to automatically connect with one another, making the technology easy to use.
* **Atomic Learning** – an online training resource with hundreds of videos that are available 24/7 and open to ALL Mayville State students, staff and faculty using their Connect ND credentials.

**Learning Experiences** (required)

Describes the actions students will be taking to interact with the content. 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 Moodle on designated due dates.

**Expectations/Protocols** (required)

Provide a detailed explanation of course-specific expectations and requirements such as discussion forum expectations, specific writing style requirements, special project requirements, etc.

**Instructor/Student Communication** (required)

Describe what you expect of students with regard to communication

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

Describe what your students can expect of you in terms of communication, such as response time and preferred method of communication.

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

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 with regard to late submissions, make-up exams, etc.

* Attendance and/or participation policies
* Grade scale (90-100=A; 80-89=B; etc)
* Grade Breakdown

*Example*: Breakdown of Grades - Total points possible = 550

* + 4 Exams = 50 points each for a total of 200 points – 40% of final grade
	+ Research paper = 100 points – 20% of final grade
	+ Presentation = 100 points – 20% of final grade
	+ Discussion Forum posts & responses = 5 points each = 50 points total – 10% of final grade

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

**Note**: If no proctor is required, inform students here.

Faculty who use proctors must notify students that a proctor is required. Also, instructors must provide students with the information the proctor needs to know so that the proctor understands his or her expectations and responsibilities. An example is provided below – be sure to edit this according to your own course requirements.

***Example:***

**Proctors**

*This is what you need to do:*

This course requires a proctor for exams. More information on submitting proctors for approval can be found on the [Submit a Proctor](http://www.mayvillestate.edu/prospective-students/academics/extended-learning/submit-proctor/) page.

* You should receive an email from the Extended Learning Office prior to the start of the semester indicating the steps to take to submit your proctor’s name and information.
* You should speak to your proctor and ensure that he or she understands the time commitment and responsibilities before submitting for approval.
* Your proctor information must be submitted at least 10 days prior to the first exam.
* Failure to have a proctor secured by exam time may result in a zero grade

*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 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 at **<999.999.9999.>** Thank you.

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

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 Moodle, such as completing an assignment or a taking a quiz. Logging into Moodle is **NOT** considered attendance. Please see my enrollment verification activity and complete it by the date indicated. If it is not complete your enrollment in this course will be at risk.

**Late Arrivals** (recommended) 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 enroll. 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)

“Important Student Information” can be found in your Moodle course shell.

* English Proficiency and Other Academic Concerns
* DropGuard
* Students with Disabilities
* Academic Honesty
* Emergency Notification
* Continuity of Academic Instruction for a Pandemic or Emergency
* Family Educational Rights and Privacy Act of 1974 (FERPA)

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

* If you used references to write your syllabus, this is a nice way to demonstrate proper use of your preferred style.

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

* Format should include assignment, due date, where to find info if needed.
* A table is a nice way to make this easy to read and follow
* If a separate Word document or Moodle web page is used, reference its title and location in this section.

\* The MaSU Syllabus Template reflects the requirements to be listed in all syllabi. It also provides recommended items to be listed in syllabi. The arrangement or look of a course syllabus as shown in this template is recommended but faculty and/or academic divisions may choose a different style as long as required items are included.

\*\* Sample Statements for Recent Assessment Findings

Applied Statistics

*Students submit individual work for preliminary evaluation as part of a group project. Sometimes students on the same team submit the same or essentially similar documents. This confounds the intent of assuring individual accountability within the group process. Students will not receive credit for such submissions this term.*

Business Policies

*In an effort to assure individual accountability on team projects, the COMP-XM standardized instrument is now required for all students as the final exam for the course.*

Computer Applications in Business

*There will be additional student discussion on “the cloud” concept and collaboration to emphasize the likelihood of working professionally in this environment. Tegrity recordings will be prepared to assist with learning SkyDrive concepts.*

Managerial Finance

*Additional use of Excel modeling and financial functions will provide better preparation for professional employment. Increased emphasis on student use the Office online help tools will promote improved student self-sufficiency.*

Business Communications

*A requirements and minimum standards list and examples of websites meeting and not meeting those standards will be provided to promote a better understanding of student expectations as they develop a digital source book.*

Generic

* *There will be added emphasis on properly introducing and closing a lesson plan.*
* *Students will be required to visit the Writing Center at least once and encouraged to attend more frequently to help improve performance on required essays.*
* *Students will be provided with an example of a well-written essay with a thorough explanation of why it is such.*
* *Students will be asked to complete an additional lesson plan to strengthen their experience in writing, implementing, and reflecting on the appropriateness of chosen materials and strategies.*
* *Actions are awaiting assessment findings and interpretations.*
* *The most recent assessment findings would be used in syllabi, not necessarily updated each year.*