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Traditional Syllabus Template Guidelines

Southwestern Oklahoma State University

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HLC Accreditation Evidence Document

Title:

Source:

Summary:



The following syllabus guidelines align with the Online/Webinar Course Development Rubric. All categories should be included in the syllabus, they do not need to be in this order.

CETL 5001 - Syllabus Guidelines

[Fall 2020]

Course Syllabus

Instructor Contact Information

Include in this section instructor contact information, preferred communication method, optimum times for being reached and when you can't be reached]

NAME: *[Enter Instructor's name]*

PHONE: *[Enter Instructor's phone number]*

EMAIL: *[Enter Instructor's email address]*

OFFICE: *[Enter your office building and room number]*

Office Hours

Insert and explain your Office Hours. As per the 2016 Faculty Handbook, Full-time faculty are expected to keep a minimum of ten regular office hours each week. Part-time faculty are required to hold a proportionate number of office hours. It is recommended that office hours be maintained in both mornings and afternoons. Office hours should be posted on or near the office door.

Insert and explain your preferred time and method of how and when the students could contact you during the days the students are not on campus.

Preferred Time and Method to Contact the Instructor

Insert and explain your preferred time and method of how and when the students could contact you.

Course Information

Include in this section date/time of class meeting, classroom location.

Course Prerequisite

Explain who should be taking this course, any prerequisites that the students should be completed before taking this course. If there is no prerequisite, enter "no prerequisite is required".

Course Description

Enter the course description that is listed in the course catalog here.

Required Textbook(s)

Required Section for All Courses - Enter full listing of required textbooks here in correct APA, Chicago, or MLA formatting with the correct ISBN.

Additional Readings/Supplemental Course Material

Enter full listing of additional required readings/textbooks/supplemental course material with the correct ISBN. List any texts, books, articles, journals, etc., that students are required to purchase and read during the semester. If there are special instructions, such as using a course page from Goddard or there is a course packet they must purchase, it should be included here. Finally, if you anticipate "other articles, etc., as assigned," reference that here.

Supplemental Readings

Enter a full listing of optional readings/textbooks with the correct ISBN. Supplemental reading is material you feel would enhance student learning but is not required or supported by discussion, class assignments, etc., during the semester.

"Materials used in connection with this course might be subject to copyright protection. Learn more about copyright at the U.S. Copyright Office web site at <http://copyright.gov/fls/fl102.html>(Links to an external site.)

Course Policies

Include information on class policies, such as attendance and participation, preparedness, professionalism, submission of work, making up miss assignments, etc. This is an example of a student participation statement you may use this or enter your own student participation statement in this location.

Attendance Policy

All faculty should have an attendance policy as required by Student Affairs.

Late Assignment Policy

Include a late assignment policy/statement.

Instructor Participation

Include an instructor participation statement in this location. Refer to the Instructor Presence Policy for details on what is expected for instructor presence in an online/blended course. Refer also to the minimum requirements for Instructor and Student Interaction, as well as the number of times an instructor communicates with all the students enrolled in the course.

Course Learning Objectives/Goals

At the conclusion of this course the students should know and be able to:

Enter the official course learning objectives that are found in the official university course syllabus for this course. Learning objectives should be performance-based, stating what a student should know and be able to do at the completion of the course. Make sure to number the objectives so that they can be referred to.

Individual Unit Learning Objectives/Goals

At the conclusion of this unit students should know and be able to:

Online and Webinar courses should describe each unit's learning objectives here, relate each unit's learning objective back to the course objective that it helps satisfy.

Course Learning Activities/Assignments

Provide assignment instructions for each Learning Activity/Assignment. For online courses include how the Learning Activity aligns with the unit objectives; for traditional/blended courses include how the Learning Activity aligns with the course objectives. Online courses should include a clear statement of how the course units, assignments, and materials, once activated, are left open through the rest of the course to allow students to review and reflect on previous materials. In the assignment instructions, describe in detail, including topic, format (report, memo, brief, outline, research paper), required length, line spacing, font, margins, citation format and bibliography requirements. It's a good idea to have a separate paragraph outlining your expectations regarding originality vs. use of secondary sources.

Describe your expectations and grading criteria for group projects. Be specific about what criteria you will be using as part of your assessment. Are you assessing the group as a whole or is there an opportunity for an individual grade and a group grade? For group work, it is also helpful to offer students your recommended strategy for handling "the group freeloader." Do you want them to handle it, should they notify you, etc? And finally, how you do want groups to communicate their progress to you – weekly updates, emails, a reporting form, etc.?

Course Schedule and Grading Criteria

Describe the course schedule for the semester and provide grading criteria for each learning activity. At a minimum, this breakdown should include weekly readings and assignments/learning activities, essential questions with due dates, point value, quiz/test dates, paper submission deadlines, guest speakers, field trips, etc. Sample outlines can be provided as a model. The schedule of assignments often works well as a chart.

Grading Rubrics

Online and Webinar courses should include a grading rubric that will be used by the instructor when grading each unit's learning activities or assignments, relate each rubric criteria to the unit's learning objective that it helps satisfy.

Grading Scale

Include the course grading scale in this location.

Faculty Profile

Either insert here, or add to the Introduction Discussion

The following is required for all courses:

Academic Integrity and Plagiarism

More information regarding the University's Academic Integrity and Plagiarism Policy is located in the Student Handbook.

Academic Integrity

Academic integrity is expected and required. ALL suspected violations of the academic integrity policy will be reported. Sharing, copying, or doing work together is *not* permitted unless explicitly stated. Ignorance is not a defense against academic integrity violations. No forms of cheating or plagiarism will be tolerated. Please see your student handbook if you have questions about the meaning of these terms or the consequences of violating academic integrity <http://www.swosu.edu/students/index.aspx>(Links to an external site.).

Plagiarism

An essential rule in any university class is that all printed and spoken work which a student submits should be entirely his/her own, or properly documented. If it is not, the student is guilty of plagiarism. The following are two types of plagiarism of which the student should be aware:

1. Word for word copying, without acknowledgement, of the language of another person. Obviously, having another person write or dictate all or part of one's printed or oral work. In addition, a student should copy **NO** printed, spoken or electronic passage, no matter how brief, without acknowledging its source. This applies to even the briefest of phrases if they are truly individual and distinctive.
2. Another type of plagiarism is the unacknowledged paraphrasing of another's ideas. A student should no more take credit for another's thoughts than for another's language. Any distinctively original idea taken from another should be credited to its author. If the student does not know whether another's idea is distinctively original, he/she should incline to believe that it is; no fault attaches to over-acknowledgement, but under-acknowledgement is plagiarism.

Student Identity Verification

The verification of the identity of students who participate in distance education coursework, including all courses using the learning management system, at SWOSU may make use of variety of methods including but not limited to: (1) secure login and passcode; (2) proctored examinations; and (3) new or other technologies and practices that are effective in verifying the identity of students. SWOSU uses these reasonable and appropriate safeguards to protect student privacy.

SWOSU provides for Respondus LockDown Browser, and Respondus Monitor for faculty to make use of for assessment purposes to verify student identity. Respondus LockDown Browser is a custom browser that locks down the testing environment within online courses. Students are unable to print, copy, or access other websites and applications. The link to download can be found in Resources for Student Success in Canvas. Respondus Monitor is a companion application for LockDown Browser that uses webcam and video technology to allow assessment sessions to be recorded. Ideal for non-proctored environments where online tests pose unique challenges.

Military ids are not acceptable to use in Respondus Monitor as student identity verification. SWOSU ids or a Driver's License with a photo id is acceptable to use as student identity verification.

Americans With Disabilities Act Amendment Act (ADAAA)

More information regarding ADAAA is located in the Student Handbook.

Special Accommodations

Students requiring special accommodations due to a learning disability or physical limitation must notify the Dean of Students **prior to the end of the first week of classes**. The student should meet with each instructor after the first class period or during the instructor's office hours within the first week of class and discuss the specific accommodation options that have been recommended and how they will be adopted in his or her class.

Students with Disabilities

If any member of the class feels that he/she has a disability and is in need of special accommodations, the instructor will work with you and Student Services in order to provide reasonable accommodations. This will help ensure that you have an equal opportunity to perform in this class. Please advise the instructor of such disability and the desired accommodations at some point before, during, or immediately after the first scheduled class period. Students needing accommodations should contact the Dean of Students at studentdean@swosu.edu.

See webpage for additional information <http://www.swosu.edu/administration/studentdean/students-disabilities.aspx>(Links to an external site.).

Resources for Student Success

All faculty should publish their course's canvas shell and upload the syllabus to the syllabus link. This will provide students access to the "Resources for Student Success" that includes a Canvas orientation material.

In the Canvas course, on the left side of the screen in the Course Navigation, you will find *Resources for Student Success*. The Center for Excellence in Teaching and Learning has developed a course guide to assist you with all of your academic needs. The course includes numerous resources and strategies for student success such as: Canvas orientation, university and student policies, numerous links for academic support, information about the library, tutoring, writing center, financial support, technology, and many other important resources to help you not just in this courses, but all of your courses. I strongly encourage you to take the time to review the ***Resources for Student Success***.

Tutoring Services Available

SWOSU provides tutoring opportunities for all students. On-campus tutoring services are available for various subjects such as Biology, Chemistry, Computer Information Access, Economics, Statistics, History, Mathematics, Physics, Spanish, and more. Refer to the [tutoring link](#) located on SWOSU's Current Students web page.

24/7 online tutoring services are also available for all students in all program areas via Upswing. To log in, go to www.swosu.edu, click on Current Students, and click on tutoring. You can then log in to Upswing using the password *upswing*. You can also login directly by going to <https://swosu.upswing.io> and using the password *upswing*.

Southwestern provides an on-campus Writing Center for all students who wish to have their papers reviewed for grammar and sentence structure prior to submission. For more information, go to: <https://www.swosu.edu/academics/writing-center/index.aspx>.

Southwestern also provides 24/7 online Writing Lab via Upswing (login instructions located above). The Upswing Writing Lab offers the following guidance:

- General writing review, which helps students master every state of the writing process;
- Citation service, which helps students cite any source in both MLA and APA and quickly format Reference Lists or Works Cited page with Upswing's citation engine; and
- Paper review service, which allows students to submit an assignment for review by a writing or subject expert, and receive feedback on how to improve their assignments.

The instructor reserves the right to make changes to any information contained in this syllabus at any time during the semester. An updated version of the syllabus will be discussed and distributed to students if changes are made.