

Chadron State College Syllabus Template

This template is provided by the CSC Teaching & Learning Center to assist you in creating a syllabus that includes clear and useful information to enhance learning for your students. Use of this template will also assist you in creating an accessible syllabus as it is designed using [basic accessibility guidelines](http://bit.ly/basic_accessibility_guidelines). (http://bit.ly/basic_accessibility_guidelines)

Instructions for using this course syllabus template:

- Download a [Word version](http://bit.ly/CSC_Syllabus_Template_docx) of the CSC Template (http://bit.ly/CSC_Syllabus_Template_docx)
- The syllabus is organized as discrete sections to be revised or rearranged to best serve your course and accommodate your teaching style. You will want to include additional information relevant to your course using language that reflects your voice and style.
- In order to keep the syllabus accessible, the structure (style headings, etc.) and format (font, etc.) should be maintained.
- Revise descriptions of activities and outcomes as appropriate to accommodate your course and teaching:

➤ **Green Text {or text enclosed by brackets}** is used to provide placeholder text, guiding notes, and examples. For any green text {or text enclosed by **brackets**} be sure to either

- **delete the green {or bracketed} text** (if you do not wish to include it) after making your desired revisions and/or
- [change the font color to black](#) for any text you choose to include.

- The syllabus includes references to CSC Online information and commonly-used tools in course sites. Be sure to remove these references if CSC Online is not an element of your course.
- **Check all syllabi for the following requirements:**
 1. The course description must match the current catalog description.
 2. "Chadron State College" must be included in the opening section of the 1st page.
 3. The reference and link to NSCS Board Policy 4141 must be included along with an indication of how many hours are required to complete the course learning activities.
- After revising, [save your syllabus file as a PDF](#) before uploading it to CSC Online.

For further information on any of these items, contact eledbetter@csc.edu.

Delete this page from your final syllabus version prior to sharing it with your students.

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**Course Prefix & Number, Modality
Course Title
Semester, Term, Scheduled Days/Times
Chadron State College**

{Example:

**EDUC 131-99A1, Hybrid
Intro to Teaching
Fall/Spring 20XX, 1st 8-Weeks, MWO 11:00-11:50AM
Chadron State College}**

Part 1: Course Information

Instructor Information

Instructor: {Dr. John Doe}

Office: {Old Admin 123}

Office Phone: {308-432-1234}

E-mail: {jdoe@csc.edu}

Office Hours: {MWF 9:00-10:30 and TR 9:00-10:30}

Virtual Office Hours: {MWF 9:00-10:30 and TR 9:00-10:30 (provide information for how to access the virtual office hours)}

CSC Online Address: (<https://online.csc.edu/>)

Credit hours

{X} credit hours

Course Description

{Enter catalog description. **The description included here must match the current catalog description.**}

Textbook & Course Materials

Required Text(s)

{Provide complete information for required course textbooks. Include details regarding where the text can be purchased or rented and/or how to access it online if an electronic version is available.}

{Example:

Introduction to Teaching: Becoming a Professional

By Don Kauchak and Paul Eggen

5th Edition

Pearson

ISBN13: 9780012345678}

Recommended Texts & Instructional Materials

{List additional readings and materials and how/where to access them.}

Method(s) of Instruction

{Explain how the course will be delivered and structured including information about:

- classroom, online, or blended;
- use of lecture, readings, PowerPoint presentations, activities, labs, projects, videos, interactive response, testing, article reviews;
- other assignments and methods needed to ensure understanding of content.}

{**Example:**

This course will be delivered as a blended course with both a classroom component and an online component via CSC's learning management system, CSC Online. Methods of instruction include interactive activities, videos, podcasts, readings, interactive threaded discussions, blogging, and a comprehensive course project.}

Course Requirements

{List the various graded elements or activities required in the course such as weekly assignments and discussions, exams, group projects, papers, presentations, etc. Briefly describe the nature and format of these assignments and associated expectations--such as the expected length of written work or presentations, the expectations for participation in forums, schedule of due dates for forums, etc.}

{**Example:**

Unit Discussion Forums:

Each week of the course will provide you with an opportunity to interact with your classmates by participating in forum discussions. Topics for these discussions will be drawn from unit readings and/or instructional materials. Contribute to these discussions by posting an initial substantive response (at least 2 well-organized, complete paragraphs) **by midnight on Wednesday**. Return to the discussion throughout the remainder of the week and provide responses to at least 2 of your classmates' posts by **midnight on Sunday**. In your responses to your classmates, you will want to further the discussion by asking questions, providing examples to consider, and/or sharing additional, relevant information. Demonstrate your professionalism by contributing in a positive, courteous, and constructive manner. Brief responses such as "Great job!" will not be accepted as valid responses as they do not significantly enrich the discussion.

Blogging Assignments:

Add details.....

Comprehensive Course Project:

Provide Details.....

Exams:

Provide Details.....}

Nebraska State College Board Policy 4141

{Include a statement of time-on-task definition.

Example:}

For a 1-credit hour course, [Nebraska State College Board Policy 4141](http://www.nscs.edu/Policy%20Manual/Policy%20Manual%20Master/Policy%204141.pdf) (<http://www.nscs.edu/Policy%20Manual/Policy%20Manual%20Master/Policy%204141.pdf>) suggests that you spend at least 45 hours per credit hour in learning activities. Since *{course prefix & number or course title}* is *{3}*-credit hour course, you should plan to spend a **minimum** of 135 hours in learning activities.

A combination of the following learning activities will support you in attaining the course Student Learning Outcomes described in Part 2 of this syllabus. Be prepared to devote the Hours per Week associated with each of the course activities or components listed below.

Learning Activity	Hours Per Week	Total for Course
Direct Instruction	2	16
Reading & Interactive Multimedia	3	24
Blogging Reflection	2	16
Discussion Forums	2	16
Project-Based Learning	2	16
Research-Based Learning	2	16
Group Work	2	16
Assessments	2	16
Total		136

The actual hours spent on individual learning activities will vary from student to student depending on prior knowledge; however, 135 hours represents the minimum expectation for any student.

**Disclaimer: The completion of the minimum time commitment does not ensure a passing grade. Achievement of the course competencies must be demonstrated.

Part 2: Student Learning Outcomes

Upon completion of this course, you will be able to:

1. {Outcome 1}
2. {Outcome 2}
3. {Outcome 3}

{A student learning outcome (SLO) is a detailed description of what a student is able to do as a result of completing a course. Use these tips when creating SLOs:

- Focus on the knowledge and skills that **students** will demonstrate described in observable and measurable terms.
- Use concrete, measurable, action verbs, and avoid use of verbs that are open to many interpretations--such as understand, be aware of, know, and appreciate.
- Aim for writing concise outcomes—generally one sentence which clearly states what the students should be able to demonstrate.
- Generally, you will want to focus outcomes to include 5 to 7, and no more than 10, in your course. Working with fewer, focused outcomes is more manageable for both you and your students.

For guidance and examples, refer to:

- [chart of action verbs for objectives/outcomes](http://www.fresnostate.edu/academics/oie/documents/assessments/Blooms%20Level.pdf)
(<http://www.fresnostate.edu/academics/oie/documents/assessments/Blooms%20Level.pdf>)
- [tips for writing outcomes using Bloom’s Taxonomy](http://www.celt.iastate.edu/teaching/preparing-to-teach/tips-on-writing-course-goalslearning-outcomes-and-measureable-learning-objectives)
(<http://www.celt.iastate.edu/teaching/preparing-to-teach/tips-on-writing-course-goalslearning-outcomes-and-measureable-learning-objectives>)

As you complete this part of the syllabus, be sure to CHECK the finished version FOR THESE ITEMS:

- Check the [current catalog](http://www.csc.edu/publications/catalog.csc) (<http://www.csc.edu/publications/catalog.csc>) and include at least one of the stated learning outcomes for the specific program.
- Check the student learning outcomes (SLOs) you have included in the syllabus for alignment and appropriateness for grade level:
 - a. Do the SLOs align with the course description?
 - b. Does the level of Bloom’s taxonomy in the SLOs appropriately apply to the level of the course?
 - c. Do the SLOs align with program SLOs?
 - d. Is there scaffolding of the SLOs within the program?
- Essential Studies courses should also include the Essential Studies Program Philosophy and the ESP student learning outcome(s) appropriate for the course.}

Part 3: Course Topic Schedule/Outline

{Example:}

Week 1: {Topic}

- Activity 1: Description, Due Date, and other applicable details
- Activity 2: Description, Due Date, and other applicable details
- Activity 3: Description, Due Date, and other applicable details}

Week 2: {Topic}

- Activity descriptions and details...}

Week 3: {Topic}

- Activity descriptions and details...}

Week 4: {Topic}

- Activity descriptions and details...}

Week 5: {Topic}

- Activity descriptions and details...}

Week 6: {Topic}

- Activity descriptions and details...}

Week 7: {Topic}

- Activity descriptions and details...}

Week 8: {Topic}

- Activity descriptions and details...}

{Example Format #2}

Week	Topic	Readings	Activities	Due Date
1				
2				
3				
4				
5				
6				
7				
8				

Part 4: Grading Policy

Graded Course Activities and Letter Grade Assignment

{Examples:

Your success in this course will be assessed by a number of different means that measure your progress toward the learning outcomes. Course assignments are weighted accordingly. To find out more about each of the assignments listed below, complete details can be found in the CSC Online site associated with this course.}

Assignments	Grading Opportunities	Percentage Breakdown
Discussion Forums	8	15%
Blog Entries	8	10%
Quizzes	8	10%
Case Assignments	8	15%
Unit Assignments	12	30%
Exams & Presentations	4	20%
Total		100%

{Grades will be based on a weighted scale, with final grades determined by the following percentages: }

Letter Grade	Percentage
A	90% - 100%
B	80% - 89%
C	70% - 79%
D	60% - 69%
F	Less than 60%

{**NOTE** Consult with your department colleagues for the grading scale used by your department.}

Late Work Policy

{Example:

To ensure your success in learning, you are responsible for completing all assigned work as high quality submissions in the time frame allowed for each unit. You are also responsible for prioritizing your time accordingly to ensure timely completion of assigned course work and activities. Be sure to pay close attention to deadlines—there will be no make-up assignments or quizzes or late work accepted without a serious and compelling reason and instructor approval.}

Viewing Grades in CSC Online

{Include a statement about the timeframe for when feedback/grades will be available for students to view.

Example:

I will update grades in CSC Online Sakai each time a grading session has been completed—typically **X** days following the completion of an activity.}

Part 5: Course & Institution Policies

{This section of the syllabus template lists campus policies and services regarding Student Behavior, Equal Education Opportunity/ Nondiscrimination, Disclaimer, and CSC Mission & Master Academic Plan. Please include these campus policies as well as providing additional course information and policies to convey critical information about your course to your students. **Be sure to read through the policies included below and revise the language to best fit your course and your voice. You are encouraged to communicate all syllabus items in a manner which reflects your voice and style.**}

Academic policies, including the selected policies detailed in this syllabus section, can be found on [Chadron State College's Policy Website](http://www.csc.edu/policy/category/index.csc).
(<http://www.csc.edu/policy/category/index.csc>)

Student Behavior

Academic Honesty

Students are encouraged and expected, with the assistance of the faculty, to conduct themselves in conformity with the highest standards with regard to academic honesty. Violation of college, state, or federal standards with regard to plagiarism, cheating, or falsification of official records will not be tolerated. Students violating such standards will be advised and disciplined. Violations of these standards may result in course failure, suspension, or dismissal from the college. Students are encouraged to seek the advice of instructors as to the proper procedures to avoid such violations.

The following acts are examples of academic dishonesty:

1. Cheating – intentionally using or attempting to use unauthorized materials, information, or study aids in any academic exercise.
2. Fabrication – intentional and unauthorized falsification or invention of any information or citation in an academic exercise.
3. Facilitating Academic Dishonesty – intentionally or knowingly helping or attempting to help another in an act of academic dishonesty.
4. Plagiarism – appropriating or imitating language, ideas, and thoughts of another author, representing them as one's own original work. The following acts are examples of plagiarism:
 1. Submitting an assignment that someone else has written and claiming the work as one's own.
 2. Submitting an assignment that contains sections, paragraphs, sentences or key phrases that someone else has written without appropriately documenting the source(s) for each portion of the assignment not written by the student submitting the assignment.
 3. Submitting an assignment that contains paraphrased ideas from another source, published or unpublished, without appropriately documenting the source for each paraphrase. (Changing around a few words in a sentence from the source is not sufficient to avoid plagiarism.)

Note: "Someone else" in the three statements above may refer to a published author, another student, an internet source, or any person other than the student claiming credit for the assignment. If an individual is unsure in how to document sources used within an assignment, they are encouraged to ask their professor or the reference librarian for assistance.

View the [Academic Honesty Policy](https://app.policyiq.com/ChadronStateCollege/Content/View/3419?Key=c320bad9-cae1-4820-bac1-ec7a3b6d69ba) on CSC's Policy Website.

(<https://app.policyiq.com/ChadronStateCollege/Content/View/3419?Key=c320bad9-cae1-4820-bac1-ec7a3b6d69ba>)

Class Attendance/Participation Policy

The College assumes that students will seek to profit from the instructional program and will recognize the importance of attending every class meeting of courses for which credit is expected. Responsibility for notifying faculty of absences, and for arranging potential make-up, rests with the students. In courses that utilize an online format, students are expected to participate in an appropriate and frequent manner, as determined by course instructor.

View the [Class Attendance and/or Participation Policy](https://app.policyiq.com/ChadronStateCollege/Content/View/3432?Key=c320bad9-cae1-4820-bac1-ec7a3b6d69ba) on CSC's Policy Website.

(<https://app.policyiq.com/ChadronStateCollege/Content/View/3432?Key=c320bad9-cae1-4820-bac1-ec7a3b6d69ba>)

Civility and Netiquette

Civil behavior enhances the learning environment and is expected at all times. The academic environment welcomes a difference of opinion, discourse, and debate within a civil environment. All members of the class are expected to follow rules of common courtesy in all communications (including email messages, discussion, and chats). You may find these guidelines helpful:

1. Clearly label posts and emails with a relevant subject heading.
2. Use capital letters sparingly. THEY LOOK LIKE SHOUTING.
3. Forward emails only with a writer's permission.
4. Be considerate of others' feelings and use language carefully.
5. Cite all quotations, references, and sources.
6. Use humor carefully. It is hard to "read" tone; sometimes humor can be misread as criticism or personal attack. Feel free to use emoticons to let others know you are being humorous.
7. Use complete sentences and Standard English grammar to compose posts. Write in proper paragraphs. Review work before submitting it.

Equal Education Opportunity Policy/Nondiscrimination Policy

CSC is committed to an equal opportunity program to encourage admission and employment, and to provide procedures which will assure equal treatment of all students and employees. The College administers its academic and employment programs and related supporting services in a manner which does not discriminate on the basis of gender, race, color, national origin, age, religion, disability, sexual orientation, gender identity, or marital status. Its policies are consistent with nondiscriminatory policy, including Title VII of the Civil Rights Act of 1964, as amended; Title IX of the Educational Amendments of 1972, as amended; and Sections 503 and 504 of the Rehabilitation Act of 1973. The College's written policy regarding the Americans with Disabilities Act (ADA) may be reviewed in the office of the Director of Human Resources or in the Library

Learning Commons, along with the provisions of the Americans with Disabilities Act, and the rights provided.

View the [Equal Employment and Education Opportunity Policy](#) on CSC's Policy Website.

(<https://app.policyiq.com/ChadronStateCollege/Content/View/3443?Key=c320bad9-cae1-4820-bac1-ec7a3b6d69ba>)

Equal Access

Chadron State College works to ensure that all programs, activities, and services, including electronic and remote services, are accessible to people with disabilities. Upon request, CSC will provide reasonable accommodations to ensure students have equal access to programs, activities, and services. For assistance, contact the Equal Access Coordinator, Deena Kennell, at 308.432.6467 or by email at dkennell@csc.edu.

Disclaimer

This syllabus and schedule is articulated as an expectation of class topics, learning activities, and expected student learning. However, the instructor reserves the right to make changes in this schedule that, within my professional judgment, would result in enhanced or more effective learning on the part of the students. These modifications will not substantially change the intent or outcomes of this course and will be done within the policies and procedures of Chadron State College.

CSC Mission & Master Academic Plan (MAP)

Mission Statement

Chadron State College delivers experiences that foster knowledgeable and engaged leaders and citizens to enrich the High Plains region and beyond.

MAP Priorities, 2019-2023

CSC is committed to the achievement of tasks/projects that align with the following Priorities:

People

Recruitment | Retention | Engagement | Completion Awareness |
Commitment | Leadership

Purpose

Student Learning and Growth Pedagogy | Support Services | Wellness

Place

Community Engagement Social Infrastructure & Third Places |
Generational Transitions | Building Bridges