Model UD Syllabus
Course Number and Title
Course Location and Meeting Times
Semester & Year

<mark>Please read</mark> - *This Model UD Syllabus was first created by College faculty in 1999, and faculty, working with the VPAA have revised and updated it several times since. Although no syllabus meets the legal definition of a contract, students legitimately (a) expect to receive a clear and complete syllabus and (b) rely on the syllabus for their planning related to the course. In addition, the University's accreditors require that we have on file a copy of the syllabus for every course we teach. As a result, every full-time and adjunct faculty member is expected to follow this template when drafting the syllabus for every course taught in the College at UD. An electronic copy of each course syllabus must be filed each term with the Faculty Secretary in Van Vliet.* **Faculty should <mark>delete</mark> this paragraph before copying this syllabus for classroom use.**

Faculty Information:

Instructor's name, office location, office hours, office phone number and fax number, e-mail address, etc.

Overview/Course Description:

Provide a brief description of the course and material covered in the course, including the catalog description. (The syllabus description can be more detailed, but it should include the same language that is in the catalog.).

Prerequisites:

Required Text(s), Readings, and Materials:

Recommended for Further Study (required as appropriate):

Course and Program Objectives—student competencies/outcomes:

    A. Department Mission Statement

    B. Program Learning Outcomes achieved through this course

    C. Course Learning Outcomes

        a. When drafting learning outcomes, refer to the explanation that is appended to this Model Syllabus.

        b. If existing course learning outcomes do not contain a learning outcome related to the Wendt Initiative, a learning outcome similar to the following should be added: *Students will demonstrate ability to analyze ethical issues related to (course subject matter).* Refer to the shared faculty drive for Wendt Initiative information.

LEARNING OUTCOMES	MEANS OF ASSESSMENT *
1.	
2.	

* Here students learn how their progress on each learning outcome will be assessed. Recall may be evaluated on an exam, for example, analysis in a paper, and application in a project.

Performance Expectations:

1. Attend all class sessions and other required activities.
2. Have and use all textbooks and required materials
3. Meet all deadlines.
4. Prepare adequately for each class session using appropriate study strategies.
5. Do your own work.
6. Listen actively and carefully in class, including following all directions.
7. Participate in class activities and discussions.
8. Write and speak effectively and appropriately.
9. Credit Hour definition.

Technology Requirements and Computing Facilities (required as appropriate):

1. **Electronic Communication:** Students are expected to check their UD e-mail accounts regularly for course updates and University announcements. Instructions for forwarding e-mail from a *dbq.edu* account can be found at the Technology Services link on the UD Web Page.

2. For courses using moodle.dbq.edu, students are expected to login on a regular basis to access course resources, such as the syllabus, readings, and discussion forums, as well as upload assignments. Instructions for accessing moodle.dbq.edu are provided below:

   - Use Google Chrome or another compatible browser to navigate to moodle.dbq.edu.
   - In the upper right column, enter your username in the login block. This will be the same as your University's network login (e.g., jsmith).
   - If this is the first time you have ever used Moodle, then your initial password is the same as assigned as your network password. That is, it should be your two initials followed by your student ID # and an exclamation point (e.g. js12345!).
   - Once logged in, you can access your course(s) from the Dashboard or the My Courses block located at the top right-most column.
   - If this is NOT the first time logging into Moodle, and you forgot your password, contact the Helpdesk at 563.589.3737.

3. **Electronic Devices:** All cell phones, pagers, PDA's and all other electronic devices not medically necessary will be turned off during class times unless permission is given by the instructor. As part of emergency preparedness, faculty may choose to ask all students to leave cell phones on, set on "vibrate" and kept in pack or bag during class. Only if all cell phones vibrate simultaneously, indicating an emergency message, may the student's phone be accessed.

Library Requirements (required as appropriate):

Student Evaluation & Grading:

1. Course Requirements

   Course criteria, requirements, or standards to meet the objectives specified in the Department and Course Objectives section.

2. Grading Scale (if applicable)

Schedule of Assignments/Calendar:

Course Administrative Information—"house rules":
1. Late policy.
2. Test/work make-up.
3. Independent vs. teamwork policy.
4. Dress code (if applicable).

Academic Dishonesty Policy:

The University of Dubuque expects students to be honest in academic matters. We expect each person on campus to be forthright and direct, and to value integrity in all his/her dealings. Activities and attitudes should be consistent with high academic standards and Christian commitment and should be consistent with the Mission and Values of the University. Please see the "Values & Values Violations" section of the current UD Student Handbook for appropriate definitions, procedures and possible sanctions related to Academic Dishonesty. www.dbq.edu/CampusLife/InformationforStudents

Academic Success Center:

The Academic Success Center is located on the second floor of the Myers Library. The phone to the Center is 563.589.3262. This center can assist you in developing basic academic skills and can provide tutoring referrals.   Please contact your instructor to discuss Academic Success Center services that might assist you in achieving course outcomes.

Library Support

Librarians are available to assist you in every stage of research assignments. The Reference Desk is located on the first floor of the Myers Library. The phone to the Reference Desk is 563.589.3770. Librarians also answer questions by email (Reference@dbq.edu) and instant message (screen name: udreference). Librarians can assist you in developing basic academic research skills and provide referrals as needed.   Each academic department has an assigned librarian. Please contact your instructor to discuss library materials and services that will assist you in achieving course outcomes.

Americans with Disabilities Act (ADA) Statement:

Reasonable accommodations are available for students who have a documented disability. Please notify (insert course instructor's name) during the first week of class of any accommodations needed for the course. Late notification may cause the requested accommodations to be unavailable. Confidentiality of all requests will be maintained. All requested accommodations must be approved through the Academic Success Center, 2nd floor Myers Library (589-3262).

OFF-CAMPUS CO-CURRICULAR DISCLAIMER
Students and faculty at the University of Dubuque are encouraged to take advantage of the diversity of educational opportunities and experiences available within the vicinity of the University. Students will be encouraged to attend campus events and, from time to time, to engage in off-campus activities that supplement on-campus instruction and activities. Students will often be required to provide their own transportation to and from off-campus activities and events that occur in the Tri-State area. The University of Dubuque will generally provide assistance with transportation upon request by a student, but assumes no obligation to do so.
Students are required, as a condition of their enrollment, to assume all risk and liability associated with their transportation to and from, and attendance at, off-campus experiences whether for required or voluntary activities.
(UD Student Handbook)

This syllabus, course calendar and other attending documents
are subject to change during the semester.

INFORMATION FOR FACULTY

Student Learning Outcomes

<u>Learning Outcomes Defined</u>

What are Student Learning Outcomes and why do they matter? The HLC Handbook on Accreditation describes a Student Learning Outcome as a statement that specifies the **knowledge, skills, abilities, or attitudes** that a student should have gained by the end of any college experience whether a course, major, degrees, student life activity, or co- curricular activity.

Outcomes matter because they're the key to the accountability that legislators, parents, and students demand of educators. Just as a hospital is accountable to its patients for the outcomes of the health care it provides, teachers, academic departments, and universities are accountable for the outcomes of the learning experiences we provide. Outcomes focus on value-added, what is different after the educational experience from what it was before.

There are three key elements in creating a student learning outcome.
- It has a focus on what students can **do** as a result of the learning experience.
- It identifies a learning product or artifact that a student will produce.
- The product it defines is one that can be evaluated.

Thus student learning outcomes may be defined as statements that identify the knowledge, skills, abilities and attitudes that a student should have gained from involvement in specific educational experiences.

<u>Student Learning Outcomes and Course Objectives</u>

Student Learning Outcomes are not just another way of stating course objectives. Paraphrasing Angelo and Cross,

> *College teachers tend to define their instructional goals in terms of course content. When asked, "What are your teaching goals for this class?" most college teachers at first will offer something like, "My goal is to teach linear algebra" or "I'm trying to teach the nineteenth-century British novel." It usually takes some hard thinking before teachers can articulate the **specific** skills and competencies that they hope students will acquire through the course content.*
> Thomas Angelo and Patricia Cross, Classroom Assessment Techniques, Jossey-Bass

Here are four ways to clarify what learning outcomes are, according to various writers:
- A Course Objective is created from the instructor's perspective and a Student Learning Outcome is written from the student's perspective.
- Student learning outcomes are the key **takeaways** for your course (or program). i.e. they identify what you want to the students to take away at the end of this learning experience
- Learning outcomes identify what you want students to remember 5 years from now about the course or program.
- Student learning outcomes name the main themes or skills that students need to master in this course or to understand the discipline.

- Outcomes label what will be different for the student as a result of this learning experience.

Ultimately the test of an effective learning outcome is that when accomplished it demonstrates that the student has learned.

If I already have course objectives, how do I turn them into student learning outcomes (SLOs)?

Objectives do not usually specify how learning is to be **demonstrated** in a way that is **measurable** (not necessarily with numbers, but with a rubric).

E.g.

a) *Participants will understand the nine reasons for conducting a needs assessment.* Here learning is demonstrated, but this SLO will be difficult to measure. Will a listing demonstrate "understanding" or just recall? Will your assignment or exam require that understanding be demonstrated for all nine? Is prioritizing application of the nine part of "understanding"? If so, how will that be demonstrated? And so on.

b) *Students will arrive on time each day.* This can be easily measured, but learning is not necessarily being demonstrated.

These learning outcomes can be rewritten to make learning measurable and demonstrable.

a-1) Participants will be able to list nine reasons for conducting a needs assessment. Here the SLO has been simplified and made measurable, and this may or may not satisfy the teacher's standards.

b-1) Student will be able to articulate the necessity of maintaining office hours as publicized

Both of these SLOs answer the two questions. They are measurable and the products students generate in response to them will demonstrate the degree to which the student has learned.

Some Examples:

Colleagues at other institutions have also wrestled with the challenges of drafting SLOs. Here are a number of their attempts to create student learning outcomes.

Microsoft Word Course
Analyze communication requirements and **produce** professional quality business documents, including letters, memoranda, and multi-page reports, using intermediate and advanced features of Microsoft Word.
http://www.cabrillo.edu/services/pro/assess/assessweb/docs/SLO_InstructionalPlanningAssessmentProcess.pdfv
Biology Course
Students will conduct an independent research project on Drosophila genetics by culturing fruit flies of different mutant strains, keeping a lab notebook, performing F1 and F2 crosses, conducting statistical analysis of results, interpreting patterns of inheritance, and writing a scientific report.

Research Writing
Student creates a research paper which exhibits mastery of the following elements of research: the ability to formulate a research question, integrate appropriate source materials into the student's argument, and to correctly utilize MLA documentation within the body of the paper and in a Works Cited page.
http://www.laspositascollege.edu/SLO/lists/slo_list.pdf
Some disciplinary organizations have also worked on this. Two examples are the American Psychological Association (APA) and Association of College and Research Libraries (ACRL).

The APA document demonstrates quite well both a statement of goals and student learning outcomes and provides a model for outcomes. See pp. 10 -17 of 'Undergraduate Psychology Major Learning Goals and Outcomes: A Report" where both are stated and the relationship can be seen. Although this document lists outcomes at the major or program level it provides a good example of both the connection and distinctions between objectives and student outcomes.
http://www.apa.org/ed/pcue/taskforcereport.pdf

ACRL also provides a similar model in its 2001 document, 'Objectives for Information Literacy Instruction: A Model Statement for Academic Librarians'.
http://www.ala.org/ala/acrl/acrlstandards/objectivesinformation.cfm