

## OGS Graduate Course Syllabus Template

This is the suggested format for your graduate course syllabus. If you follow this template and submit your course proposal (along with the One Form, and appropriate governance signatures) to the Graduate Studies Committee, it should make it easier to move through the committee. This will save you time and should result in having your course forwarded to the Faculty Council for their review and potential approval at their next meeting (usually the following month).

All [*bracketed and/or italicized*] text should be replaced with your own details and descriptions. Blue highlighted text is for emphasis and should also be removed.

We have included certain boilerplate references (*i.e.*, e-mail forwarding instructions for students, Course Rubric, Grading, Grading Policy, Course Schedule, Accommodations, Academic Integrity and The Code of Student Conduct) for your convenience.

Using this template will facilitate the use of the syllabus if it ever needs to go to the Board of Higher Education (*i.e.*, part of a new program, a new degree, a new certificate). You can use, and they will want to see the first 5 pages.

**When you are done, delete this page, remove our information from the left of the footer, and remove the watermark: You should be all set.**

# *[PROGRAM] [course number] - Syllabus*

## *[Course Title]*

### Instructor Information

*[Instructor(s) name, degree held]*

*[e-mail of instructor Note: everyone should have your UMB email account and use it for the syllabus. You can have your UMB address linked to your home/personal email (see below).]*

*Phone (W): [Office Phone Number]*

*[Phone (M): Mobile Phone Number]*

*Office Location: [UMB Office Location]*

*Office Hours: [Note: As per the provost's office, you must list at least 3-hours for every course you teach] (if teaching online, list hours in virtual office)*

**Note:** The following link will assist you in forwarding your UMB email account to your personal account: [Use this link](#). Throughout the semester, I will communicate with you via your UMB e-mail account. You may have e-mail redirected from your official UMass Boston address to another e-mail address at your own risk. The University will not be responsible for the handling of e-mail by outside vendors or by departmental servers.

### Course Information

**Course Title:** *[Course Title]*

**Credits:** *[#]*

**Online Course?:** *[yes, no]*

**Description:** *[This is the description that is printed in the UMass Graduate Studies Catalog. This should be consistent with the course description on The One Form.]*

*[Important Note: You may not alter the course description without formal academic governance approval. However, you may add an "Additional Note" specifying certain updates or added topics to be covered. Things like changing the required text, adding an activity or multimedia does not need to go through academic governance.]*

**[For new course development:** *The course description should fully convey intent and content of course.*

*Also indicate whether the course is a core course and required by the program, or if it is an elective.]*

**Context:** *[Indicate in one or two sentences the relationship of the course within the graduate program (core or elective) and how it contributes to the program's effectiveness].*

**Prerequisites:** *[List all prerequisite course numbers and titles, "permission of the instructor", matriculation status, or "none" These are the pre-requisites that WISER will enforce when students register.]*



# *[PROGRAM] [course number] - Syllabus*

## *[Course Title]*

### **Prerequisite**

**Skills:** *[List prerequisite skills and knowledge assumed - or- note basic skills that are helpful but not required. These will not be enforced in WISER.]*

### **Course**

**Objectives:** By fully participating in this course, you should be able to:

1. *[List learning objectives.]*
- 2.
- 3.
- 4.

*[Note: Objectives should be expressed in terms of student learning and performance outcomes]*

### **Core**

**Competencies:** The objectives for this course focus on the following core competencies:  
*[List the appropriate and specific program competency(ies) that this course focuses on.]*

### **Required**

**Assignments:** *[Describe each major assignment or deliverable with specific criteria for evaluation including specific description of activity, assessment rubric and weighting of assignment in course grade. There should be a clear definition of what constitutes graduate effort and what is expected as respectful work. If flexibility is desired, give examples of projects or papers completed the previous semester.]*

**Course Rubric:** *[Use this grading rubric for your course assignments that is specific and measurable]*

Tests/Assignments/Deliverables	Number	Grade %
1. Homework		
2. Exam 1		
3. Midterm		
4. Final		
Final Project/Presentation/Paper		
Group Work		
Participation (as defined below)		
Attendance (as defined below)		

**Assignment Description:** *[Give a short-detailed description and instructions for all assignments (i.e., homework, papers)]*

*Example:*

*Research Paper: All students will write a research paper on a specific aspect of your studies. We will discuss research methods early in the semester and examine useful digital and print resources. The paper should be 4,000-5,000 words long (approx. 16-20 pages). Students are expected to show a comprehensive understanding of both primary and secondary source material. All papers will be expected to have a clearly stated thesis, strong argument, and appropriate use of evidence.]*

# *[PROGRAM] [course number] - Syllabus*

## *[Course Title]*

### Course

#### Policies:

Participation – *[Describe your expectations/policy]*

*[A sample description may be: "Participation includes completing all required reading and writing assignments prior to class, thoughtfully participating in discussions, and taking responsibility for helping create a positive learning environment by arriving promptly, listening respectfully, and participating constructively."]*

Attendance – *[Describe your attendance policy]*

Group Work – *[Describe your expectations about group work and individual work/policy]*

Late Work – *[Describe your expectations/policy and effect on grade.]*

### Grading

#### Grading:

Grade type for the course is a whole or partial letter grade. (Please see table below)

Note: the lowest passing grade for a graduate student is a "C". Grades lower than a "C" that are submitted by faculty will automatically be recorded as an "F".

Please see the Graduate Catalog or website for more detailed information on the University's grading policy.

Grading Policy			
	Letter Grade	Percentage	Quality Points
	A	93-100%	4.00
	A-	90-92%	3.70
	B+	87-89%	3.30
	B	83-86%	3.00
	B-	80-82%	2.70
	C+	77-79%	2.30
	C	73-76%	2.00
	F	0-72%	0.0
	W	Received if withdrawal occurs before the withdrawal deadline.	N/A
	AU	Audit (only permitted on space-available basis)	N/A
	NA	Not Attending (student appeared on roster, but never attended class. Student is still responsible for tuition and fee charges unless withdrawal form is submitted before deadline. NA has no effect on cumulative GPA.)	N/A

### Required

#### Text(s):

*[Author's last name, first name. publishing year. Title: sub title. city, state of publisher: publisher. ISBN]*

*Example: Vella, Jane. (Revised edition.) 2002. Learning to Listen, Learning to Teach: The Power of Dialogue in Educating Adults. San Francisco, CA: Jossey-Bass. ISBN-0-7879-5967-8]*



# *[PROGRAM] [course number] - Syllabus*

## *[Course Title]*

### **Technical**

**Requirements:** *[List any specific media, technology or software required for your course, i.e., Windows Operating System, webcam, headphones, etc.]*

### **Recommended**

**Texts:** *[Optional: List any suggested texts or reading that will help someone with less experience but are not required for the course.]*

### **Other**

**Reading:** *[List any other required reading materials; articles; journals; etc.] - or - state: "other reading as assigned." Note whether the reading is "required" or "recommended". Note: Purdue Owl APA will help you with correct citation of articles: <http://owl.english.purdue.edu/owl/resource/560/01/>*

## **Course Schedule**

*[Include dates of class meetings (or meeting number), topics to be discussed, relationship to objectives, readings, HW assignments and due dates, test days. You may use a table format here if you wish. [See sample table format below.](#)]*

*[Suggestion for Online instructors: Show a schedule with any planned COLLABORATE dates included. This avoids confusion and scheduling issues later on. COLLABORATE sessions should not be scheduled on the nights when there are face to face classes being held.]*

*[NOTE: The number of sessions may vary according to the academic calendar. Show them all. Remember, as per the provost's office you should have at least 12 complete sessions and meeting dates.]*

*[Session 1. Date, Topic:*

*Objective(s) and Learning Methods:*

*Readings:*

*Assignment(s) and Due Date:]*

### **Sample Table Format for Course Schedule:**

**Class (Meeting) 1: September 21, 2011**

<b>Core Topic(s):</b>	Absorb & Do Activities
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## *[Course Title]*

<b>Learning Objectives:</b>	<ul style="list-style-type: none"><li>• Discuss the components of absorb activities.</li><li>• List reasons to use an absorb activity to enhance learning.</li></ul>
<b>Reading Assignment</b>	Horton: Chapters 2 & 3
<b>[Class Activities OPTIONAL]</b>	<ul style="list-style-type: none"><li>• Select presentations of Course Goal &amp; Objectives</li><li>• Absorb and Do Activities large group discussion</li><li>• Design Activities practice - (small groups)</li></ul>
<b>Assignment(s): Due Date:</b>	Write an Absorb and Do Case Study (6 points) Due September 28 <sup>th</sup> , 2011

### Class (Meeting) 2: September 28, 2011

<b>Core Topic(s):</b>	Connect Activities
<b>Learning Objectives:</b>	<ul style="list-style-type: none"><li>• Discuss how a connect activity is used in eLearning design.</li><li>• Identify a number of common connect activities and explain how they are used in eLearning design to support learning objectives.</li><li>• Discuss the appropriate use for a connect activity in the eLearning design.</li></ul>
<b>Reading Assignment</b>	Horton: Chapter 4
<b>[Class Activities OPTIONAL]</b>	<ul style="list-style-type: none"><li>• Select presentations of Course Goal &amp; Objectives</li><li>• Connect Activities large group discussion</li><li>• Connect Activities practice - (small groups)</li></ul>
<b>Assignment(s): Due Date:</b>	Write a Connect Case Study (6 points) Due October 5, 2011.

### Methods of Instruction

**Methods:** *[Describe the combination of teaching methods your course engages in.]*

### Accommodations

The University of Massachusetts Boston is committed to providing reasonable academic accommodations for all students with disabilities. This syllabus is available in alternate format upon request. Students with disabilities who need accommodations in this course must contact the instructor to discuss needed accommodations. Accommodations will be provided after the student



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## *[Course Title]*

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has met with the instructor to request accommodations. Students must be registered with the Ross Center for Disability Services, CC UL 211 (617.287.7430) before requesting accommodations from the instructor. <http://www.umb.edu/academics/vpass/disability/>. After registration with the Ross Center, a student should present and discuss the accommodations with the professor. Although a student can request accommodations at any time, we recommend that students inform the professor of the need for accommodations by the end of the Drop/Add period to ensure that accommodations are available for the entirety of the course.

### **Academic Integrity and The Code of Student Conduct**

It is the expressed policy of the University that every aspect of academic life not only formal coursework situations, but all relationships and interactions connected to the educational process shall be conducted in an absolutely and uncompromisingly honest manner. The University presupposes that any submission of work for academic credit indicates that the work is the student's own and is in compliance with University policies. In cases where academic dishonesty is discovered after completion of a course or degree program, sanctions may be imposed retroactively, up to and including revocation of the degree. Any student who reasonably believes another student has committed an act of academic dishonesty should inform the course instructor of the alleged violation. These policies are spelled out in the Code of Student Conduct. Students are required to adhere to the Code of Student Conduct, including requirements for academic honesty, as delineated in the University of Massachusetts Boston Graduate Catalogue and on their Website and in relevant program student handbook(s) or websites. [UMB Code of Student Conduct](#)

You are encouraged to visit and review the UMass website on Plagiarism: [Plagiarism Prevention & Awareness: Home](#)

*[Syllabi should contain information about expectations around academic honesty. If your course includes group projects, the syllabus should make clear your expectation for group work versus individual work. Syllabi for courses that include fieldwork should also make clear any ethical obligations to the site.]*

### **Other Pertinent and Important Information**

You are advised to retain a copy of this syllabus in your personal files for use when applying for future degrees, certification, licensure, or transfer of credit.

*[For online courses it is important to list any information that will allow a student to succeed in the course. This should include any information about technology, etc. or anything they will need.]*

*[Examples...*

*Attendance in BlackBoard COLLABORATE Sessions:*

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## *[Course Title]*

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- You are responsible for material covered in any class that you do not attend.
- If you miss a COLLABORATE session you must review the recorded class and write a 1-2-page summary of your understanding of what was covered.
- If you need help, you can find it here  
<http://blogs.umb.edu/elearning/webconferencing/students/>

*[List any additional information you deem necessary and important to relate to the students in your course.]*

*Examples...*

***Incomplete Policy:*** *[Include what is documented in Graduate Catalog]*

***Coursework Difficulties:*** *[Please discuss all coursework matters with me sooner than later.]*

***Withdrawing from This Course:*** *Please refer to the written policies and procedures on formal withdrawal and add/change dates listed in the Graduate Studies Catalog.*

## **Bibliography**

*[Bibliography must be in APA format. See Purdue Owl website for APA formatting guide.]*

*[Include recommended text readings, articles and Websites.]*