

UNIVERSITY COUNCIL  
ACADEMIC PROGRAMS COMMITTEE OF COUNCIL  
REQUEST FOR DECISION

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**PRESENTED BY:** Roy Dobson, Chair, Academic Programs Committee of Council

**DATE OF MEETING:** March 21, 2013

**SUBJECT:** **Revisions to the Academic Courses Policy on Class Delivery, Examinations, and Assessment of Student Learning**

**DECISION REQUESTED:**

*It is recommended*

That Council approve the changes to the Academic Courses Policy to include a section on Class Recordings and to update the section on the course syllabus.

**PURPOSE:**

The Academic Courses Policy on Class Delivery, Examinations, and Assessment of Student Learning was approved by University Council in 2011. It assembles in one document all of the policies, rules and procedures at the University of Saskatchewan which relate to course delivery, examinations and student assessment.

**SUMMARY:**

**1. New section on Class Recordings**

The purpose of the section on Class Recordings is to manage the recording of classroom presentations so that student learning is enhanced, the integrity and quality of the teaching and learning experience is improved, and the interests of the university, instructors and students are protected.

Recording in classrooms is now both simple and prevalent: cell phone cameras, small audio recorders, recording pens, etc. can be used by anyone and are commonly used by students in classes now. Institutionally supported lecture-capture technology and audio podcasting software is currently used in a significant number of classrooms and is rapidly gaining popularity. Video cameras are included in the lecture capture installations of some classrooms. The USSU indicates that students find class recordings useful for flexibility and review.

However, recording of classroom activities raise several important issues and problem areas, including questions around storage of data and archiving, the possible use of recordings for evaluation of faculty, whether web-conferencing tools and distance education activities are classroom or public events, as well as the complexity around

specific issues such as recording of clinical experiences with patients, art classes with models, recording during teacher training, and so forth.

At the initiation of Jim Greer in the University Learning Centre, a subcommittee on classroom recordings chaired by Frank Bulk was established in 2011 to include members of the Academic Support Committee and the Teaching and Learning Committee. This group reviewed existing policies at other universities and developed several principles for a classroom recording policy at the University of Saskatchewan. These principles included respect for copyright and intellectual property law, recognition of privacy rights, requirement for permission and consent, accommodation of students with disabilities, and the importance of classroom recordings for accessibility, flexibility and knowledge creation. The Policy Oversight Committee recommended that rather than developing a separate policy document, the rules and procedures around classroom recordings should be incorporated into the Academic Courses Policy, for easier reference.

Based on the work done by the subcommittee last year, a new section titled Class Recordings has been developed for the Academic Courses Policy.

This section includes the following principles:

- The University is committed to providing accessibility and flexibility for student learning and seeks to foster knowledge creation and innovation. Recording of lectures and other classroom activities can contribute to these goals.
- Classes at the University of Saskatchewan may be recorded for learning or research purposes, subject to the rules and procedures stated in this policy.
- With permission of instructors, presenters, and students, and following the procedures listed below, the University of Saskatchewan supports and encourages the audio and video recording of lectures and other learning activities for purposes of teaching, learning and research.
- The use of recordings of classroom activities is restricted to use for teaching, learning and research.
- Recordings of courses and other learning activities may be kept by instructors or students for purposes of teaching, learning and research.

Accompanying these principles are rules and procedures regarding privacy, permission and consent, intellectual property and copyright, accommodation of students with disabilities, definitions, responsibilities of instructors and presenters, responsibilities of students, restrictions on the use of classroom recordings, storage and archiving, and special circumstances such as clinics, training and art classes.

For reference, the Information and Communications Technology page describing the various forms of lecture capture now used by instructors is here:

[www.usask.ca/its/services/e\\_learning/lecture-capture/index.php](http://www.usask.ca/its/services/e_learning/lecture-capture/index.php)

EMAP services for audio and video lecture capture are here:

[www.emap.usask.ca/services/a-z/lecture-video-capture/index.php](http://www.emap.usask.ca/services/a-z/lecture-video-capture/index.php)

## **2. Revision to the Course Syllabus section**

Instructors already make their course syllabus available to their department head and to students in the class. The Academic Programs Committee recommends that the Academic Courses Policy wording be clarified to establish that the syllabus is a public document which provides details about the particular offering of a class. The policy will also state that syllabi are useful for recruiting prospective students and for sharing information about University of Saskatchewan courses with the broader community, and asks that syllabi be posted on the Blackboard Open Courseware site or on a publicly accessible departmental website.

Procedures in course syllabus section have also been revised:

- Instructors can indicate “expected learning outcomes” as an alternative to indicating “learning objectives” for the course. “Learning outcomes” are student-focused, to articulate what students are expected to achieve, while “learning objectives” are instructor-focused, to articulate what the instructor wants to do with the course.
- The terminology of “course” and “class” in this section has also been simplified, recognizing that some instructors develop a syllabus for each class while some departments use one syllabus for multi-section courses which applies to several classes each year.
- Instructors will provide notice in the syllabus about whether they intend to record lectures and whether students are permitted to record lectures.

The University Learning Centre has developed a Syllabus Template and Guide, which is attached and also posted at: [www.usask.ca/gmcte/resources/teaching/syllabus](http://www.usask.ca/gmcte/resources/teaching/syllabus)

## **3. Housekeeping changes: update to implement Nomenclature Report usage of “course” and “class”**

The university Nomenclature Report, 2011, uses the term ‘course’ to identify the smallest unit of subject matter, and the term ‘class’ to refer to the offering of a course to one or more students within a term. The Academic Courses Policy has been updated to use this terminology.

### **REVIEW:**

The Academic Programs Committee reviewed these changes over several meetings. The new Classroom Recordings section was also distributed to the 2011 subcommittee for any comments they wished to make.

The changes to policies and procedures were approved at the February 27 APC meeting.

### **ATTACHMENTS:**

Summary of changes

Syllabus template and Guide

# Revisions March, 2013:

## Academic Courses Policy on ~~course~~-class delivery, examinations & assessment of student learning

Category:

Number:

Responsibility: Russell Isinger, Registrar and Director of Academic Services

Approval: University Council

Date: September 1, 2011

Revisions: Delete the Withdraw Fail grade as of May 1, 2012 (approved [March, 2012](#))

Revisions: Revised Course Syllabus section; additional Class Recordings section March 2013

Updates:

December 2012 to incorporate terminology used in the Council policy on [Student Appeals of Evaluation, Grading and Academic Standing](#) and the [Procedures for Student Appeals in Academic Matters](#).

March 2013 to incorporate Nomenclature Report terminology on courses and classes.

### **Purpose:**

The purpose of the Academic Courses policy is to prescribe university-level requirements for delivery of academic ~~courses~~classes, and assessment of student learning including conduct of examinations.

### **Principles:**

The University of Saskatchewan envisions one of its primary purposes to optimize learning opportunities for students.

Assessment of student learning should be a fair and transparent process which follows university, college and department regulations so that students are treated respectfully and impartially across the institution. This includes accommodation for students with special needs, in accordance with university policies and regulations and provincial legislation.

As articulated in the University of Saskatchewan Learning Charter, students will be provided with a clear indication of what is expected in the ~~course~~class, and what they can do to be successful in achieving the learning objectives of the course. Assessments of student learning will be transparent, applied consistently, and congruent with course objectives. Students will receive prompt and constructive feedback on their learning progress at regular intervals throughout the ~~course~~class.

The University encourages and celebrates innovation in ~~course~~-class delivery and student assessment. It is necessary that these be conducted using effective, transparent and fair procedures.

## Scope of this Policy:

This document incorporates all of the policies, rules and procedures relating to ~~course class~~ delivery and student assessment which have been previously approved by University Council in various policy documents and reports.

It supersedes the following documents previously approved by University Council:

April, 2009 Academic Programs Committee [Examination Regulations](#)

April, 2001 Academic Programs Committee [policies for final grades reporting](#)

January, 2001 Academic Programs Committee [retroactive withdrawal policy](#)

September, 1986 – University of Saskatchewan Grading policy

It complements and maintains the principles expressed in the following documents:

June, 1999 [Guidelines for Academic Conduct](#)

June, 2007 Teaching and Learning Committee [Student Evaluation of Instructors/Courses](#)

June, 2010 University of Saskatchewan [Learning Charter](#)

[January 2012 Disability Services for Students Academic Accommodation and Access for Students with Disabilities](#)

Student Enrolment Services Division [Instructors and Staff Handbook](#)

[Information and Communications Technology Lecture Capture](#)

[University Nomenclature Report 2011](#)

All regulations covering course delivery, student assessment and examinations have been developed into a framework with three levels of authority and responsibility: University, College and Department. Within the framework of this courses policy, departments and colleges may develop additional regulations and procedures for course delivery and student assessment. For example, colleges and departments may develop a template for the ~~course class~~ syllabus to be used by their instructors.

In Colleges where there is an alternate approved academic calendar, regulations covering student assessment and examinations shall be developed by the College in a manner consistent with these University regulations.

All references to “Department Heads” in this document would, in non-departmentalized colleges, apply to the Dean instead. The Open Studies Faculty Council functions as the College for students in Open Studies.

## Policy

The University of Saskatchewan Academic Courses Policy on course-class delivery, examinations and assessment of student learning covers policies, rules and procedures governing the following aspects of course-class delivery and student assessment, including conduct of examinations.

### I. CourseClass Delivery

1. Course syllabus
2. Contact hours and availability of instructors
3. Student attendance
4. Course evaluation by students.
5. Class recording

### II. Assessment of Students

1. Grading System
  - a) Fairness in evaluation
  - b) Weighting in course grades
  - c) Grade descriptors
  - d) Academic grading standards
  - e) Average calculations
  - f) Grading deadlines
2. Examinations
  - a) Methods and types of examinations
  - b) Mid-term examinations
  - c) Final examinations
    - i) Modification of requirement to hold a final examination
    - ii) Final examination period and scheduling
    - iii) Conduct and invigilation
    - iv) Accessibility of examination papers
3. Student Assessment Issues and Special Circumstances
  - a) Final grade alternatives and comments
  - b) Withdrawal
  - c) Retroactive Withdrawal
  - d) Incomplete course work (assignments and examinations) and incomplete failure (INF)
  - e) Deferred final examinations
  - f) Supplemental final examinations
  - g) Aegrotat standing
  - h) Examinations with Disability Services for Students (DSS)
4. Procedures for Grade Disputes
  - a) Grade dispute between instructor and department head or dean
  - b) Grade dispute between instructor and student

## Authority and Responsibility

Under the Bylaws of University Council (Section 3, VIII, 2), all matters respecting the subjects, time and mode of the examinations and respecting the degrees and distinctions to be conferred by the University shall be provided for by Council regulations.

Academic course regulations at all levels shall be publicly accessible to all members of the University community. If a college or department has additional regulations, these must be made available to students. There should also be provisions at each level of authority for periodic review and amendment of these regulations.

### University:

University regulations will prevail in the absence of other College or Departmental regulations. In the case of a discrepancy between University regulations and College or Departmental regulations, University regulations will take precedence. Any College requesting an exception, change or addition to these Regulations is to submit a proposal to the Academic Programs Committee for approval.

### Colleges and Departments:

Council, while retaining the final authority over assessment of student learning, delegates to Colleges the responsibility of establishing general policies concerning the methods and types of assessment which may be employed by the Departments of that College, and each Department should establish any further instructions and policies for its members as necessary.

### Instructors and Departments:

It is the responsibility of the instructor and Department Head to report final grades to the Registrar in accordance with the regulations outlined here. Instructors will use prescribed grade descriptors or grade comments if required.

The final grade report, prepared by the instructor, must be approved by the Department Head, or Dean in non-departmentalized Colleges.

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Policies	Rules and Procedures
<p data-bbox="232 1356 708 1398"><b><u>I. <del>Course-Class</del> Delivery</u></b></p> <p data-bbox="232 1440 708 1944">The Teaching and Learning Foundational Document encourages alternative approaches to <del>course</del> <u>class</u> delivery such as improved information communication technologies, experiential learning opportunities and self-learning strategies. Regardless of methodology, there are universal elements of <del>course-class</del> delivery that ensures appropriate learning opportunities are provided to the students of the University of Saskatchewan.</p>	

<p><b>1. Course syllabus</b></p> <p><u>The syllabus is a public document that provides details about a particular offering of a class for enrolled students. It is also useful for recruiting prospective students and sharing information about University of Saskatchewan courses with the broader community</u></p> <p>Instructors must make the <del>course</del> syllabus available to Department Heads prior to the start of the course, and to <u>all enrolled</u> students at the beginning of the <del>course</del>. <u>Syllabi should be posted on the Blackboard Open Courseware site or a publicly accessible departmental website.</u></p>	<p><b>Content of the <del>course</del>-syllabus:</b></p> <p>Instructors shall indicate the following in their course <u>or class</u> syllabus:</p> <ul style="list-style-type: none"> <li>• <u>Expected learning outcomes or</u> learning objectives <del>of for</del> the course;</li> <li>• the type and schedule of term assignments, with approximate due dates;</li> <li>• notice if any mid-term examinations or other required <del>course</del> <u>class</u> activities are scheduled outside of usual class times;</li> <li>• the type and schedule of mid-term or like examinations;</li> <li>• relative marking weight of all assignments and examinations;</li> <li>• procedures for dealing with missed or late assignments or examinations;</li> <li>• whether any or all of the work assigned in a <del>course</del> <u>class</u> including any assignment, examination, or final examination, is mandatory for passing the <del>course</del> <u>class</u>;</li> <li>• attendance expectations if applicable, the means by which attendance will be monitored, the consequences of not meeting attendance expectations, and their contribution to the assessment process;</li> <li>• participation expectations if applicable, the means by which participation will be monitored and evaluated, the consequences of not meeting participation expectations, and their contribution to the assessment process;</li> <li>• contact information and consultation availability;</li> <li>• location of rules and guidelines for both academic misconduct and appeal procedures;</li> <li>• <u>course</u> <u>or class</u> website URL, if used.</li> <li>• <u>Notice of whether the instructor intends to record lectures and whether students are permitted to record lectures.</u></li> </ul> <p><u>Instructors are encouraged to use the Course Syllabus Template and Guide (January 2013).</u></p> <p><b>Addition of new assignments, quizzes or examinations - “No Surprises” Rule</b></p> <p>After the distribution of the <del>course</del> syllabus, no major graded assignment, quiz or examination is to be newly assigned in a <del>course</del> <u>class</u> unless no student objects.</p> <p><b>Change of final examination date:</b></p>
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	<p>Once the Registrar has scheduled final examinations for a term, instructors wanting to change the date and/or time of their final examination must obtain the consent of all students in the <a href="#">courseclass</a> according to procedures established by the Registrar, as well as authorization from the Department Head, or Dean in non-departmentalized Colleges.</p>
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<h3>3. Student attendance</h3> <p>Regular and punctual attendance in their <a href="#">courses-classes</a> is expected of all students (including lectures, seminars, laboratories, tutorials, etc.).</p>	<p>If an attendance requirement is applicable and is stated in the <a href="#">course-outlinesyllabus</a>, students who fail to meet attendance expectations can suffer grade penalties that may result in failure of the <a href="#">-courseclass</a>, as stated in the <a href="#">course-outline syllabus</a>.</p> <p><b>Permission to attend lectures:</b>  No person may gain the benefit of instruction in a <a href="#">courseclass</a> without being duly registered in the <a href="#">courseclass</a> either as a credit or audit student.</p> <p>Students who are not registered in a <a href="#">courseclass</a> cannot attend the <a href="#">courseclass</a> for any significant period of time. Instructors must advise students who are not on their class list that they need to be registered for their <a href="#">courseclass</a>, either as a credit or audit student.</p> <p>Instructors are permitted to invite individuals to attend a <a href="#">courseclass</a> for pedagogical and other reasons related to the delivery of the <a href="#">courseclass</a> (for example, guest lecturers, professional observers or mentors, teaching or marking assistants, laboratory or tutorial assistants, and so forth).</p> <p><b>No credit unless registered:</b>  Unless students are registered in a <a href="#">courseclass</a>, they will not receive credit for <a href="#">the course#</a>.</p>
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<h3>4. Course evaluation by students</h3> <p>Improvement of <a href="#">course-class</a> delivery is an on-going responsibility of all instructors.</p> <p>Student feedback is an important source of information to help guide instructors in their search for improved delivery mechanisms.</p>	<p>At the University of Saskatchewan, all <a href="#">offerings of courses-classes</a> will be evaluated by students on a regular basis using an approved evaluation tool.</p>
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<p><b><u>New Section:</u></b> <b>5. Class Recording</b></p>	
<p>The University is committed to providing accessibility and flexibility for student learning and seeks to foster knowledge creation and innovation. Recording of lectures and other classroom activities can contribute to these goals.</p> <p>Classes at the University of Saskatchewan may be recorded for learning or research purposes, subject to the rules and procedures stated in this policy.</p> <p>With permission of instructors, presenters, and students, and following the procedures listed below, the University of Saskatchewan supports and encourages the audio and video recording of lectures and other learning activities for purposes of teaching, learning and research.</p>	<p><b>Privacy, permission and consent</b> The “classroom” is considered to be a private space accessible only by members of a class, where student and instructor alike can expect to interact in a safe and supportive environment. Recording of lectures or other classroom activities should not infringe on privacy rights of individuals.</p> <p><b>Intellectual Property and copyright</b> Class recordings are normally the intellectual property of the person who has made the presentation in the class. Ordinarily, this person would be the instructor. Copyright provides the presenter with the legal right to control the use of his or her own creations. Class recordings may not be copied, reproduced, redistributed, or edited by anyone without permission of the presenter except as allowed under law.</p> <p><b>Accommodation for students with disabilities</b> When an accommodation for recording lectures or classroom activities is authorized by Disability Services for Students, an instructor shall permit an authorized student to record classroom activity; only the student with the accommodation would have access to this recording</p>
<p><b>5.1 Definitions</b></p>	<p><b>Definition of “presenter”:</b> For the purposes of this section, a presenter is defined as any individual who by arrangement of the course instructor will provide instruction to students in the class. In addition to the course instructor, presenters might include guest lecturers, students, tutorial leaders, laboratory instructors, clinical supervisors, teacher trainers, and so forth.</p> <p><b>Definition of “classroom”:</b> For the purposes of this section, a classroom is defined as any room or virtual location where students are directed to meet as part of course requirements. This includes tutorials, laboratories and web-conferences which are required elements of a course, but does not include study groups and other voluntary student activities.</p> <p><b>Definition of “learning activities”:</b> For the purposes of this section, a learning activity is any gathering of student and instructors which is required as part of the course requirements, such as a laboratory, seminar, tutorial and so forth.</p>

<p><b>5.2 Responsibilities of instructors and presenters</b></p>	<p>For purposes of teaching, research or evaluation, instructors may record lectures and other learning activities in courses with permission from the presenters.</p> <p>Notification of intent to record classroom sessions should be included in the class syllabus and, where possible, in the catalogue description of the course. If not so noted, permission from students should be obtained prior to making recordings for teaching or research where a student's image or voice may be recorded. If such permission is refused by a student, the instructor may arrange for that student's image or voice not to be included in the recording.</p>
<p><b>5.3 Responsibilities of students</b></p>	<p>Student use of personal recording devices of any type during lectures or other classroom learning activities requires consent of the instructor</p> <p>A student may record lectures without such permission only if the Disability Services for Students office has approved this accommodation for the student. The instructor will be notified of this accommodation. Such recordings would not be shared, and would be deleted at the conclusion of the class.</p>
<p><b>5.4 Restrictions on use of classroom recordings</b></p> <p>The use of recordings of classroom activities is restricted to use for teaching, learning and research.</p>	<p>Students may not distribute classroom recordings to anyone outside the class without permission of the instructor.</p> <p>Instructors may use recordings for purposes of research, teaching evaluation, student evaluation and other activities related to teaching, learning and research. With permission of the instructor, presenters may also use recordings for such purposes.</p> <p>Recordings of classroom sessions may not be used in the formal evaluation of an instructor's teaching.</p>
<p><b>5.5 Storage and Archiving</b></p> <p>Recordings of courses and other learning activities may be kept by instructors or students for purposes of teaching, learning and research.</p>	<p>Permission for any use of a class recording after the class term is ended remains with the instructor. In a case where the instructor is no longer available to give permission for use of a recording, the department can authorize such use only for purposes of research.</p>
<p><b>5.6 Special circumstances: clinics, training, art classes</b></p>	<p>Recordings of learning activities such as clinical or training experiences involving patients and/or professional staff outside of university classrooms will be based on professional standards and on the policies of the clinical</p>

	institution. In art classes, written permission of models is also required before any video recording by instructors or students takes place.
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The remaining sections of the Academic Courses Policy are not being revised. They can be viewed at:

[www.usask.ca/university\\_secretary/policies/academic/academic-courses-policy.php](http://www.usask.ca/university_secretary/policies/academic/academic-courses-policy.php)

## COURSE SYLLABUS

**COURSE TITLE:**

**COURSE CODE:**

**COURSE CREDITS:**

**CLASS SECTION:**

**CLASS LOCATION:**

**CLASS TIME:**

**WEBSITE:**

**TERM:**

**DELIVERY:**

**START DATE:**

**LAB LOCATION:**

**LAB TIME:**

### Course Description

#### Prerequisites

### Learning Outcomes

By the completion of this course, students will be expected to:

1.

Information on literal descriptors for grading at the University of Saskatchewan can be found at: <http://students.usask.ca/current/academics/grades/grading-system.php>

Please note: There are different literal descriptors for undergraduate and graduate students.

More information on the Academic Courses Policy on course delivery, examinations and assessment of student learning can be found at:

[http://www.usask.ca/university\\_secretary/council/academiccourses.php](http://www.usask.ca/university_secretary/council/academiccourses.php)

The University of Saskatchewan Learning Charter is intended to define aspirations about the learning experience that the University aims to provide, and the roles to be played in realizing these aspirations by students, instructors and the institution. A copy of the Learning Charter can be found at: [http://www.usask.ca/university\\_secretary/LearningCharter.pdf](http://www.usask.ca/university_secretary/LearningCharter.pdf)

## **University of Saskatchewan Grading System (for undergraduate courses)**

**Exceptional (90-100)** A superior performance with consistent evidence of

- a comprehensive, incisive grasp of the subject matter;
- an ability to make insightful critical evaluation of the material given;
- an exceptional capacity for original, creative and/or logical thinking;
- an excellent ability to organize, to analyze, to synthesize, to integrate ideas, and to express thoughts fluently.

**Excellent (80-90)** An excellent performance with strong evidence of

- a comprehensive grasp of the subject matter;
- an ability to make sound critical evaluation of the material given;
- a very good capacity for original, creative and/or logical thinking;
- an excellent ability to organize, to analyze, to synthesize, to integrate ideas, and to express thoughts fluently.

**Good (70-79)** A good performance with evidence of

- a substantial knowledge of the subject matter;
- a good understanding of the relevant issues and a good familiarity with the relevant literature and techniques;
- some capacity for original, creative and/or logical thinking;
- a good ability to organize, to analyze and to examine the subject material in a critical and constructive manner.

**Satisfactory (60-69)** A generally satisfactory and intellectually adequate performance with evidence of

- an acceptable basic grasp of the subject material;
- a fair understanding of the relevant issues;
- a general familiarity with the relevant literature and techniques;
- an ability to develop solutions to moderately difficult problems related to the subject material;
- a moderate ability to examine the material in a critical and analytical manner.

**Minimal Pass (50-59)** A barely acceptable performance with evidence of

- a familiarity with the subject material;
- some evidence that analytical skills have been developed;
- some understanding of relevant issues;
- some familiarity with the relevant literature and techniques;
- attempts to solve moderately difficult problems related to the subject material and to examine the material in a critical and analytical manner which are only partially successful.

**Failure <50** An unacceptable performance

## **Course Overview**

### **Class Schedule**

<b>Week</b>	<b>Module</b>	<b>Readings</b>	<b>Evaluation Due Date</b>
	FINAL EXAM		

### **Midterm and Final Examination Scheduling**

Midterm and final examinations must be written on the date scheduled.

Final examinations may be scheduled at any time during the examination period (INSERT FIRST AND LAST DAY OF CURRENT EXAM PERIOD); students should therefore avoid making prior travel, employment, or other commitments for this period. If a student is unable to write an exam through no fault of his or her own for medical or other valid reasons, documentation must be provided and an opportunity to write the missed exam may be given. Students are encouraged to review all examination policies and procedures:

<http://www.usask.ca/calendar/exams&grades/examregs/>

### **Instructor Information**

#### **Contact Information**

#### **Office Hours**

#### **Instructor Profile**

## Required Resources

### Readings/Textbooks

Textbooks are available from the University of Saskatchewan Bookstore:  
[www.usask.ca/consumer\\_services/bookstore/textbooks](http://www.usask.ca/consumer_services/bookstore/textbooks)

### Other Required Materials

### Electronic Resources

### Downloads

### Supplementary Resources

## Grading Scheme

Total	100%

## Evaluation Components

### Assignment 1: Name of Assignment 1

**Value:** xx% of final grade

**Due Date:** See Course Schedule

**Type:** Brief (1-2 sentences) description of how the assignment relates to the course.

**Description:** Detailed description of assignment expectations and procedures.

### Participation (Discussion Forums for online classes)

**Value:** xx% of final grade

**Due Date:** See Course Schedule

**Type:** Brief (1-2 sentences) description of how the Discussions relate to the course.

**Description:** Detailed description of Discussion expectations and procedures.

### **Midterm Exam**

**Value:** xx% of final grade

**Date:** See Course Schedule

**Length:** \_\_\_ hours

**Type:** Comprehensive? Invigilated? Open book? Take home, etc.

**Description:** Details about the type of exam questions, etc. Calculators or other electronic devices allowed or not?

### **Final Exam**

**Value:** xx% of final grade

**Date:** See Course Schedule

**Length:** \_\_\_ hours

**Type:** Comprehensive? Invigilated? Open book? Take home, etc.

**Description:** Details about the type of exam questions, etc. Calculators or other electronic devices allowed or not?

## **Submitting Assignments**

## **Late Assignments**

## **Criteria That Must Be Met to Pass**

## **Attendance Expectations**

## **Participation**

## **Student Feedback**

## **Integrity Defined (from the Office of the University Secretary)**

The University of Saskatchewan is committed to the highest standards of academic integrity and honesty. Students are expected to be familiar with these standards regarding academic honesty and to uphold the policies of the University in this respect. Students are particularly urged to familiarize themselves with the provisions of the Student Conduct & Appeals section of the University Secretary Website and avoid any behavior that could potentially result in suspicions of cheating, plagiarism, misrepresentation of facts and/or participation in an offence. Academic dishonesty is a serious offence and can result in suspension or expulsion from the University.

All students should read and be familiar with the Regulations on Academic Student Misconduct ([http://www.usask.ca/university\\_secretary/honesty/StudentAcademicMisconduct.pdf](http://www.usask.ca/university_secretary/honesty/StudentAcademicMisconduct.pdf)) as well as the Standard of Student Conduct in Non-Academic Matters and Procedures for Resolution of Complaints and Appeals ([http://www.usask.ca/university\\_secretary/honesty/StudentNon-AcademicMisconduct2012.pdf](http://www.usask.ca/university_secretary/honesty/StudentNon-AcademicMisconduct2012.pdf))

For more information on what academic integrity means for students see the Student Conduct & Appeals section of the University Secretary Website at:  
[http://www.usask.ca/university\\_secretary/pdf/dishonesty\\_info\\_sheet.pdf](http://www.usask.ca/university_secretary/pdf/dishonesty_info_sheet.pdf)

## **Examinations with Disability Services for Students (DSS)**

Students who have disabilities (learning, medical, physical, or mental health) are strongly encouraged to register with Disability Services for Students (DSS) if they have not already done so. Students who suspect they may have disabilities should contact DSS for advice and referrals. In order to access DSS programs and supports, students must follow DSS policy and procedures. For more information, check <http://www.students.usask.ca/disability/>, or contact DSS at 966-7273 or [dss@usask.ca](mailto:dss@usask.ca).

Students registered with DSS may request alternative arrangements for mid-term and final examinations. Students must arrange such accommodations through DSS by the stated deadlines. Instructors shall provide the examinations for students who are being accommodated by the deadlines established by DSS.

## **Acknowledgements**

**Course Contributor(s)**

# COURSE SYLLABUS TEMPLATE GUIDE

Prepared by the  
University of Saskatchewan Instructional Design Group

March 2013



## INTRODUCTION

The purpose of this guide is to assist instructors with completing the syllabus template in an appropriate way for their class. Assistance in completing this template is also available from the Centre for Continuing and Distance Education (CCDE) and Gwenna Moss Centre for Teaching Effectiveness (GMCTE).

## ACKNOWLEDGEMENTS

This template and guide were developed by a team of experts from the University of Saskatchewan Instructional Design Group, including representatives from CCDE, College of Nursing, GMCTE, and Information & Communications Technology (ICT).

## ADDING YOUR SYLLABUS TO BBLEARN

It is recommended that you upload your syllabus to BBLearn to share it with students (<http://www.usask.ca/its/courses/coursetools/docs/syllabustool.pdf> ). To open it to the public through Open Courseware, follow the directions in the following guide on this topic: (<http://www.usask.ca/its/courses/coursetools/docs/ocw.pdf> )

## COURSE and CLASS

A course is defined in [University Nomenclature](#) as "a unit of study in a subject area" while a class is "the offering of a course to one or more students within a term". The syllabus can contain information on both.

## REQUIRED SYLLABUS COMPONENTS

The University of Saskatchewan Academic Courses Policy requires that the following components be included in the syllabus:

- learning outcomes of the course;
- the type and schedule of term assignments, with approximate due dates;
- notice if any mid-term examinations or other required class activities are scheduled outside of usual class times;
- the type and schedule of mid-term or like examinations;
- relative marking weight of all assignments and examinations;
- procedures for dealing with missed or late assignments or examinations;
- whether any or all of the work assigned in a class including any assignment, examination, or final examination, is mandatory for passing the class;
- attendance expectations if applicable, the means by which attendance will be monitored, the consequences of not meeting attendance expectations, and their contribution to the assessment process;
- participation expectations if applicable, the means by which participation will be monitored and evaluated, the consequences of not meeting participation expectations, and their contribution to the assessment process;
- contact information and consultation availability;
- location of rules and guidelines for both academic misconduct and appeal procedures;
- class website URL, if used.

## BASIC COURSE INFORMATION

Fill in the appropriate information such as Course Title, Course Code, etc. If there is no lab for this class, references to the lab can be removed.

## COURSE DESCRIPTION

Course description must match description in official U of S Course and Program Catalogue. Course prerequisites should also be listed in this section.

## LEARNING OUTCOMES

Learning outcomes state what students are expected to be able to do or know by the end of the course.

The focus on skills, knowledge or values combines the action expected, with what content, and in what context.

Learning outcomes state the expected knowledge, skills or values on which students are assessed and the course's activities that support their learning; effective teaching involves alignment of these three components as stated on the syllabus.



Just as learning outcomes outline what you expect your students to be able to do, know or value, assessments evaluate the degree to which students meet those expectations. Good assessment design integrates your expectations for what your students will have learned, the relevant content, opportunities / resources, and levels of achievement. Your assessment tools is designed to evaluate the degree students have learned the content, skill of attitude stated in the learning outcome. The U of S Undergraduate Grading System articulates the observable differences between an excellent, minimal pass, and other levels of achievement.

Students' performance across these levels of achievement can be evaluated holistically on the basis of overall quality (e.g., To what extent does this presentation meet expectations), or analytically based on specified components (e.g., To what extent does the report show students were able to: write professionally, compare alternatives, include specific perspectives, and make sound recommendations). Clearly documenting the performance expected for each level of achievement for a learning outcome can be done in list or table form or create a rubric.

If you need assistance writing your outcomes or rubrics, or would like them reviewed, please contact the appropriate unit for your course (CCDE, GMCTE or the College of Nursing).

## LINKS TO RESOURCES IN ACADEMIC COURSES POLICY

The links in the template need to be included in your syllabus. When preparing your syllabus prior to the start of each term you should check to make sure that all links are working. If not, please contact the GMCTE for the correct information.

## UNIVERSITY OF SASKATCHEWAN GRADING SYSTEM

A text box has been included with the U of S Grading System

<http://students.usask.ca/current/academics/grades/grading-system.php> portion explaining what level of work a student must achieve to receive corresponding marks.

The information from the Grading System is for undergraduate courses. A separate one for graduate courses is available on the Graduate Studies section of the Academic Catalogue website

([www.usask.ca/programs/graduate\\_studies/a\\_college\\_program\\_requirements\\_and\\_policies.html](http://www.usask.ca/programs/graduate_studies/a_college_program_requirements_and_policies.html).)

## COURSE OVERVIEW

This section provides a “map” of the course. It explains how the course is designed (for example, you might let students know that the first part of the course covers foundational concepts and theories, while the second half is focused on application and case studies). It helps students understand how the objectives of the course relate to the module objectives and the assignments.

As well, you may use this information to provide any general instructions. For example, if each module includes a pre-test that must be completed before reviewing module content, then you would share that information in this section.

You should include in this overview a description of your teaching approach and some of the activities that students will engage in as part of your course.

It is also helpful to students if you include why this course is relevant or important to students.

You may also consider presenting the overview in text or visual format, for example Nilson (2007) offers examples on the use of concept mapping and graphic course organizers.

## CLASS SCHEDULE

The class schedule provides an “at a glance” overview of the course. Ideally, it should include the week (list by date or number), activities related to that topic (for example, assignments due), and the reading list for the week.

When creating your class schedule, please note the October Friday break in Term 1 and Reading Week on term 2. It is recommended that you also avoid scheduling assessment early in the week after these breaks to allow students to have a “real” break.

Course syllabi should include the dates of each non-final test and exam so that students have written

confirmation of examination dates. If Disability Services for Students (DSS) is to provide exam accommodations, students will need to meet stated DSS deadlines.

## MIDTERM AND FINAL EXAMINATION SCHEDULING

Midterm and final examinations must be written on the date scheduled.

Final examinations may be scheduled at any time during the examination period (INSERT FIRST AND LAST DAY OF CURRENT EXAM PERIOD); students should therefore avoid making prior travel, employment, or other commitments for this period. If a student is unable to write an exam through no fault of his or her own for medical or other valid documentation must be provided and an opportunity to write the missed exam may be given. Students are encouraged to review all examination policies and procedures:

<http://www.usask.ca/calendar/exams&grades/examregs/>

## INSTRUCTOR INFORMATION

### CONTACT INFORMATION

This section has guidelines around how to contact the instructor (and/or teaching assistants or other members of the instructional team, if appropriate) including what methods of communication you prefer (telephone, email, Skype, etc.) Be realistic and reasonable in setting out expectations for the course. For example, if students can generally expect to receive a reply to an email within 24 hours, let them know this. If it will take longer on weekends, let them know this too.

As well, set out how you will keep them informed of any changes to the class schedule or plan. For example, if you are away and slower to respond to emails, how will you let them know? Will you send out an email to the whole class or post something in discussions?

### OFFICE HOURS

Let students know if you have an open-door policy, or if they need to make appointments to come and see you in your office.

If you are planning to maintain virtual office hours (where you will be online and available for chats or webinars), share the details around when and how to access them in this section.

### INSTRUCTOR PROFILE

Include brief information about your work and teaching background here. Share experience and/or areas of research that are relevant to the course.

A brief (1-2 paragraphs) summary of your teaching philosophy would also be appropriate and helpful to share in this section. This should be written in first as research does show that writing the profile in the first person helps to create more of a welcoming environment for students. (Richardson, R. and Woods, S. (2009). *Course syllabus: A guide*. Retrieved online from [http://www.smu.ca/webfiles/SyllabusGuide\\_000.pdf](http://www.smu.ca/webfiles/SyllabusGuide_000.pdf))

As well, including a picture is also a good way to build the learning community and help students feel connected to the course, but this is the choice of individual instructors.

## REQUIRED RESOURCES

### READINGS/TEXTBOOKS

If students are required to purchase a textbook(s) or a reading package, list the **required** resources here. It's also helpful to include the link to the University bookstore, as shown below. When citing titles of literature, please use italics.

Also provide information about readings or other materials that will be placed on reserve in the library or through a library resource page.

### OTHER REQUIRED MATERIALS

If students require other materials (lab equipment, DVDs, software, clickers, web subscription or membership, etc.) list them here. You should include information on how the students would obtain these materials.

If there are no other required materials, you may wish to delete this section.

### ELECTRONIC RESOURCES

The instructor should indicate whether all or some of the class materials are in BBLearn or located in another online space (Website, wiki, etc.). **Reminder: you need to make sure that any materials that you add to BBLearn are cleared for copyright.**

### DOWNLOADS

If there are materials in the course that require particular software or a particular version of software, list any downloads in this section with the applicable web link and/or instructions.

### SUPPLEMENTARY RESOURCES

In some cases, you may wish to suggest textbooks or other resources for students that are not required but could also be beneficial. Supplementary resources that are useful for the course in general should go in this section. If there are supplementary materials related to a particular module, they should be listed within the module.

When listing additional resources, be sure to clarify that they are optional and not required.

## GRADING SCHEME

Once students have the syllabus and the course has begun, you may not change your grading scheme **without written permission from all students in the course.**

If you give a mark for participation, the criteria for this should be spelled out in the syllabus.

You should include links to the literal descriptors, the Academic Courses Policy and the Learning Charter, which are included in the template.

### EVALUATION COMPONENTS

Each assignment should include value, due date, purpose and description. **Replace the existing placeholder information with your own evaluation information.**

**Focus students' efforts by clarifying expectations for assignments by using grading rubrics, such as**

**those discussed in the Learning Outcomes section above and the template included at the end of the guide.**

## **SUBMITTING ASSIGNMENTS**

In this section you should detail a number of aspects related to students submitting assignments. This should include:

- how you want the assignments submitted (in class, a box near your office, email, BBLearn Dropbox, shared Google Doc, etc.)
- what requirements you have for the final product (number of pages, font, citations, length of video or audio file, etc.)

## **LATE ASSIGNMENTS**

Outline relevant parameters around late assignments:

- Are late assignments accepted?
- Is there a penalty for late assignments? If yes, what is it?
- Do students have to receive permission to hand in a late assignment?
- Is there an absolute cut-off date after which assignments will not be accepted?
- Are there Department / College regulations around late or missed assignments that you need to follow.

## **MUST PASS REQUIREMENTS**

Identify any “failure to complete” elements. If there are assignments or other expectations that students must submit or pass in order to receive credit for the course, clearly identify them in this section.

## **ATTENDANCE EXPECTATIONS.**

This will vary by College – check with your department regarding student requirements.

## **PARTICIPATION**

Outline how students are expected to participate in class. If there is a grade for participation, clarify expectations in the Assignment details.

## **STUDENT FEEDBACK**

How has student feedback been used in the past? Will students complete a particular class / instructor evaluation at the end of the course. Do you do anything specifically to gather formative feedback of your course or teaching? How have you used this information in the past?

## **INTEGRITY DEFINED**

The University of Saskatchewan requires that you provide students with information on academic integrity and the appeal process. Please verify each term that this link is still correct.

Instructors should take the time at the beginning of the term to discuss what academic integrity means in their course / discipline.

## **EXAMINATIONS WITH DISABILITY SERVICES FOR STUDENTS (DSS)**

You will be notified if a student in your course has registered with Disability Services for Students (DSS). DSS will notify you of what accommodations you will need to make for that student.

## ACKNOWLEDGEMENTS

Include information, if you wish, about others who worked with you on the development of the course. Also include information if funding from the course came from outside of your regular department funding.