

# University of Southern Maine

## Course Syllabus Requirements & Guidelines

with additional recommendations from the  
**College of Education and Human Development**

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**At the first class meeting, the instructor is expected to distribute to each student a written syllabus** setting forth the course objectives and/or learning outcomes, major topics to be covered, a schedule of assignments, the grading procedures for the course (including, but not necessarily limited to, the weight to be given to quizzes, reports, and class participation), and a schedule of examinations, including the final examination. The following items should, at a minimum, be discussed in detail in the course syllabus.

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### Course Objectives/Outcomes

The syllabus should clearly describe the knowledge for which students will be responsible, the skills and techniques they should master, and the kinds of ideas that will be developed in class. These objectives and/or outcomes should be articulated in writing and discussed with students at the first class meeting.

The syllabus conveys to the students the importance and skills of the teacher's discipline, organizes the materials of the courses, and explains how the course will be conducted in ways that achieve the teacher's objectives/outcomes and stimulate students to intellectual development. By using action verbs, framing the objectives as learner outcomes and linking the objectives with assessment of student work, measurable student progress can be monitored and evaluated.

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### Textbook(s) and Other Materials

The instructor should list the textbook(s) and other materials needed for the course and should indicate whether such materials are required or optional. Instructor-generated materials that do not require the acquisition of copyright permission may be distributed in class or may be sold directly to the students. The USM Bookstores should be contacted regarding the production and resale of both instructor-generated materials and items requiring copyright permission (see copyrighted materials below).

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### Copyrighted Materials

Copyrighted materials cannot be printed by the Printing Center for distribution to students without permission of the author, publisher, or journal, and cannot be sold through the Bookstore without payment of the proper royalties.

The custom publishing service offered by the USM bookstores is available to all faculty members. The store staff will obtain permission to reproduce materials, oversee production by the Printing Center, sell finished course packs to students and assure that proper royalties are paid. Questions regarding custom publishing may be answered by calling the Textbook Department at the Portland Bookstore (780-4070).

There is a University of Maine system policy on Guidelines on Classroom Use of Copyrighted Material that you may request from the offices of Deans and Directors.

In accordance with the U.S. copyright guidelines, videotapes have been obtained to use without public performance rights (e.g. those which have been rented or purchase through local video stores) can be used **ONLY** in face-to-face teaching activities in a classroom or similar places devoted to

instruction. Prohibited uses of such videotapes include using them entertainment, recreation, community lectures or arts series, or for their cultural or intellectual value when they are unrelated to a specific teaching activity. For further information concerning the use of videotapes and other non-print materials at the University of Southern Maine, please contact Educational Media Services.

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### **Attendance Policy**

The attendance policy is left to the discretion of the faculty member. It is the responsibility of the faculty member to inform students in each course of the attendance requirements for the course and to include the policy in the course syllabus.

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### **Office Hours**

Faculty members are expected to schedule office hours for consultation with students and these should be listed on the course syllabus. Office hours should be regarded as an integral part of the teaching work-load. Part-time faculty should schedule the opportunity for student consultation before and after teaching class.

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### **Examinations**

No specific types of assessment instruments or procedures are recommended, but all student evaluations should be designed to measure the attainment of objectives.

Examination dates should be scheduled in advance and the dates listed in the syllabus. No quiz, test, or examination may be scheduled during the last week of classes. The final examination, if used, must be given during the regularly scheduled USM final examination period (see Academic Calendar.)

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### **Assignments**

The course syllabus should clearly define the assignments, papers, reports, and other work required, and the schedule for completion. It is also good practice to articulate the standards by which student work will be graded.

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### **Measuring a Student's Formulation, Organization and Articulation of Thought**

Many faculty measure/evaluate the student's ability to formulate, organize and articulate thought. When this is part of the faculty evaluation of the student's comprehension of the subject matter, a statement to this effect should be on the syllabus.

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### **Basis for Grading**

The syllabus should delineate the weight of various assignments in the determination of the final grade. No more than 10% of a student's grade should be based on attendance and participation, unless specific scoring rubrics identify the criteria by which such standards will be addressed.

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### **Academic Support**

The following statement should be added to each course syllabus to apprise students of the availability of support services:

*If you need course adaptations or accommodations because of a disability, please make an appointment with me as soon as possible.*

*At any point, if you encounter difficulty with the course or feel you could be performing at a higher level, consult with me. Students experience difficulty in courses for a variety of reasons. For problems with writing skills or time management, make an appointment to see a student tutor at The Learning Center, Luther Bonney, 2<sup>nd</sup> floor (780-4228). Help is also available through the Counseling Center, 106 Payson Smith (780-4050) and the Office of Academic Support for Students with Disabilities, Luther Bonney, 2<sup>nd</sup> floor (780-4706).*

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## **Conceptual Framework**

The CEHD Conceptual Framework (next page) should be attached to each course syllabus. It is recommended that during the first class as you review the course syllabus that you point out the ways in which the courses, the learning activities, and the assessment procedures are linked to the framework themes.

Additional CEHD guidelines added May 2001

**University of Southern Maine**

**College of Education and Human Development**

**Conceptual Framework for Preparing Educators and Human Development Professionals for Responsible and Ethical Service**

**Mission**

We seek to foster respectful and collaborative learning communities, well-informed decision-making, valid reasoning, and a concern for equity and social justice in the fields of education and human development.

**Core Values**

We share the following commitments:

- Democracy – to enact and elicit inclusive dialogue, freedom of expression, and participatory decision-making that includes respect for and consideration of multiple views and perspectives.
- Civility and caring – to attend to the health of our learning and working communities through maintaining constructive communication, protecting individual dignity, and exhibiting empathy, compassion, and openness.
- Equity and Diversity – to seek understanding about, engage inclusively with, and foster the voice and visibility of individuals of all identity groups and perspectives.
- Social Justice – to speak for and empower people who are disenfranchised and work towards a more just society.
- Ethical practice – to engage in and insist on the highest level of professional practice.
- Scholarship – to gain, create, teach, and apply knowledge and skills using methods of research and inquiry that reflect the diverse range of accepted practices within our various academic and professional disciplines.
- Professional Learning and Continuous Improvement – to engage ourselves and our various external partners as learners in our respective fields, use formative feedback, and adjust our practices for mutual and continuing professional growth

May, 2008