## Welcome to the word processing version of the syllabus template!

This syllabus template was created in MS word. All sections of this template are required to meet HTC Online criteria. Feel free to edit the syllabus to meet the unique needs of each of your courses. Information indicated by the curly brackets { } should be replaced with your own text.

Some sections include instructions, HLC or QM Rubric requirements, etc at the beginning of the section. This information is italicized. Please delete this text prior to publishing your syllabus.

Note well: There are some sections that may contain redundant information for your learners. This is by design – providing multiple access points for important information has been shown in the distance education literature to bolster learner success.

A SAMPLE MS Word Syllabus is provided for your use. Please feel free to copy and paste any text from the SAMPLE syllabus into your own course syllabus.

Although your syllabus is created in MS Word, it is recommended that you save the syllabus in pdf format for upload to your D2L Course Shell.

[](http://www.youtube.com/watch?v=hh65LTD8y7Q)

## {Program Name if applicable}

## {Course Prefix, Number, Name}

## {Course Schedule Identifier and Section(s)}

## {QM Certification seal if applicable}

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# Course and Instructor Information

*Information in this section is required by the HLC and meets QM Rubric SRS 1.2, 1.7*

## Course Prefix, Number, Name

### Number of Credits: {insert credits including lecture/lab breakdown if applicable}

### Course Start Date: {insert date}

### Course End Date: {insert date}

### Course Drop/Withdrawal dates: {insert date or dates}

### Course Delivery Format: {choose blended, online, or classroom}

### Course Meeting Times and Location: {insert your text here}

### Course Description:

{ Required to meet HLC standards - copy from the most current Course Catalog

You might also provide a brief overview of the course including:

* How it fits into the curriculum of the program.
* Why this course is relevant to students’ course of study, and how the skills learned in this course will transfer to the work setting or contribute to their development as life-long learners.
* Describe the conceptual structure of the course and its weekly / modular folder organization, i.e. why or how the order is a logical progression toward achieving course goals and learning objectives}

### Course Prerequisites:

{copy from the most current Course Catalog}

List any and all prerequisites such as certain courses, specific skills, or knowledge that is required. Make sure to include the course number and title for required pre-requisite courses.

If there are NO course prerequisites, the following statement might be included:

* This course has no prerequisites and does not assume any previous knowledge of (the subject matter, etc.) of your course.

## Instructor Information

### Name: {insert}

### Office Location: {insert}

### E-mail address: {insert}

### Phone: {insert}

### Office Hours:

{insert – include days, times, arranged, by appointment etc. If using a virtual office include that information}

# Course Learning Objectives

*This section is required to meet HLC standards. The Course Objectives must match official HTC documents. Copy the numbered list of objectives from the official Course Outline. The objectives should be measurable and use a range of verbs from* [*Bloom’s Taxonomy*](https://sites.google.com/site/bloomstaxonomy2/verb-wheel)*. Ensure they are appropriate for the level of the course. If the approved objectives require revision, please consult your dean as appropriate.*

*Refer to the QM Rubric Annotations for SRS 2.1, 2.3, 2.5. . . . .*

Upon completion of this course, the learner should be able to:

1. . . . .
2. . . . .
3. . . . .
4. . . . .
5. Etc.

# HTC Learner Outcomes and Values

As a college, HTC has adopted four outcomes that every graduate will demonstrate proficiency in prior to graduation as well as six learner values that students will develop in their time at HTC. Below is a list of the HTC Learner Outcomes and Values. The ones in **bold** will specifically be addressed in this course.

## HTC Learner Outcomes:

Oral and Written Communication

Critical Thinking and Problem Solving

Technological Literacy

Mathematical and Scientific Reasoning

## HTC Learner Values:

Professionalism

Cultural and Global Awareness

Safety and Environmental Responsibility

Leadership and Self-Direction

Creativity and Innovation

Ethical and Social Responsibility

# Structure of this Course

*In this section, provide information to help learners comprehend the purpose of this course, how the learning process is structured and the delivery modality.  You may include information on the methods of communication, the types of learning activities and the types of assessments.*

*Refer to the QM Rubric Annotations for SRS 1.2*

# Instructor Interactions and Responsibilities

*In this section, include clear information regarding your response time to emails, when you will provide feedback and grades on Discussion postings, assignments, quizzes and examinations.*

*Refer to the QM Rubric Annotations for SRS 5.3*

*Example:*

*1. Email course questions and personal concerns, including grading questions, to me privately using your MyHennepintech email. Email will be checked at least once per day Monday through Friday, and at least once during the weekend. I will respond to all emails within 24 hours during the week, and within 48 hours during the weekend. If there are special circumstances that will delay my response, I will make an announcement to the class.*

*3. I will hold Virtual Office Hours every [day, time], as well as special office hours for dedicated topics, such as a large, upcoming assignment. Special topic hours will be announced in advance through the Announcement tool. I am also happy to schedule one-on-one office hours in person, via phone, or via Zoom.*

*4. One major method of communication in this course is through the Announcements tool in D2L. It is your responsibility to read all announcements, and to contact me should you have any questions or concerns regarding an announcement. I may also send you an individual, direct email about your work or progress in the course.*

*5. Communication will also be accomplished through Assignment feedback. It is expected that you will read all feedback, and use the information to improve your work on future assignments. If you have questions or need clarification on any feedback you receive, please contact me via email.*

# Learner Interactions and Responsibilities

*In this section, provide a clear statement of your expectations for learner participation in required course interactions. You may also list required technical skills/competencies.*

*Refer to QM Rubric Annotations for SRS 5.4 and 1.6*

*Examples:*

1. *Length of Discussion Posts*
2. *Frequency of log-ins to the course*
3. *Assignments to be handed in on time*
4. *Able to send emails with attachments*
5. *Etc.*

# Textbook and Materials

*List all required textbooks, tools, supplies, software, hardware etc. and where these items may be purchased.*

*Textbook information MUST include the ISBN number per the HLC.*

*If learners may purchase ancillary books, supplies etc. that are OPTIONAL, list them here and clearly indicate which materials are required and which are optional.*

*If there are no required textbook or materials for your course, state NONE.*

*Refer to QM Rubric Annotations for SRS 4.2, 4.6*

# Required Technology, Digital Literacy and Technical Skills

*Provide a list of technologies that are required for this course. Technologies include, hardware, software, subscriptions, plug-ins etc. Examples include: MS Word, Powerpoint, Excel, Java, Adobe Reader, a particular web browser, Quicktime, Mediaplayer, headphones, microphones, webcams etc. Clear instruction is provided on where to obtain, install and use each technology.*

*Provide a list of required technical and digital literacy skills. Examples include: navigating a computer operating system, launching and quitting applications, using a web browser to search the internet, using D2L, using email with attachments, creating files in desired formats, downloading, saving and uploading files, using graphics programs etc.*

*Refer to the QM Rubric Annotations for SRS 1.6*

## Required Technologies:

1. A personal computer with reliable internet access via a DSL or cable connection
2. You may wish to include information on the required processor or RAM
3. You may wish to include what operating system is required
4. You may wish to include the required web browser(s)
5. . . .

## Required Digital Literacy and Technical Skills:

1. . . .
2. . . .
3. . . .
4. . . .

## 

# Course and Institutional Policies and Procedures

*Include any course-related or institution-related policies with which learners are expected to comply in this section.*

*Policies may address:*

1. *Attendance*
2. *Electronic Communication {meets QM Rubric SRS 1.3 if a section on Netiquette is included}*
3. *Student Conduct*
4. *Ethics and Professionalism*
5. *Safety*
6. *Class Cancellations*
7. *Emergency Campus Closings*
8. *Star Alert*
9. *Assessment*
10. *Student grievance process*
11. *Late Work*
12. *LDA*
13. *Other*

*Refer to QM Rubric Annotations for SRS 1.3, 1.4*

The following text may be used for some of the HTC policies:

## Hennepin Technical College Policies and Procedures

Hennepin Technical College policies and procedures are available online at the following link:

[Policies and Procedures](https://hennepintech.edu/policy/index.html)

At this link, you will find information about HTC’s policies on topics such as student code of conduct, academic standing, financial aid, transferring credits, and the student grading and appeals process.

## Star Alert

* Hennepin Technical College has established an Emergency Notification system as part of our All Hazards planning.
* This College system is called Star Alert™ and transmits emergency notification messages to the subscriber’s cell phone and/or email system.
* This system uses real-time communications, and has optional enrollment. Activate your [Star Alert](https://hennepintech.edu/finance-operations/star-alert.html) here.

## Incomplete Policy

Hennepin Technical College offers an “Incomplete” grade at the discretion of the instructor. However, if you are considering this option, you must discuss it with your instructor first; otherwise, a student will receive the grade they have earned up to the point they stopped doing the work.

## Assessment

Students may be required to participate in college-wide assessment activities as part of this course. Such activities may include college-wide course or instructor surveys, testing, or special assignments.

# Academic Integrity

*Feel free to edit this section to include additional information that is pertinent to your course.*

*Refer to QM Rubric Annotations for SRS 1.4*

Academic dishonesty is regarded as a serious offense by all members of our academic community. It tarnishes the reputation of HTC as well as discredits the accomplishments of students. HTC is committed to providing its students every possible opportunity to develop their skills, but learning can only take place in an environment of trust, honesty, and fairness. All faculty, staff, and students are expected to participate in maintaining the highest level of academic integrity.

Academic Dishonesty is considered a disciplinary offense under the Hennepin Technical College Student Code of Conduct. Academic Dishonesty is defined as the submission of false academic records, cheating, plagiarism, altering, forging, or misusing a college academic record; acquiring or using test materials without faculty permission; acting alone or in cooperation with another to falsify records or to obtain dishonest grades, honors, or awards. Any acts of academic dishonesty will be subject to disciplinary action and could result in sanctions as described in the Hennepin Technical College Student Code of Conduct.

Academic dishonesty could involve:

1. Having a tutor or friend complete a portion of your assignments
2. Having a reviewer make extensive revisions to an assignment
3. Copying work submitted by another student
4. Using information from online information services without proper citation (Proper documentation consists of quotation marks around three or more of someone else’s words followed by a proper citation. No quotation marks are necessary if you put someone else’s ideas in your own words; however, you must follow the paraphrase with a proper citation.) Failure to use appropriate citations is considered plagiarism.
5. Using a paper you have/had written for another class to fulfill an assignment in this class

Cheating during testing will not be tolerated. Cheating may include, but is not limited to:

1. Use of notes, cell phones, or other electronic devices
2. Completing quizzes/examinations with other students
3. Open text book or notes of any kind

Any behavior that can be reasonably interpreted to be dishonest, cheating or plagiarism may have significant consequences, such as receiving a failing grade on an exam, project, paper or assignment; a reduction in the final grade; and/or failure in the course. A meeting with the appropriate Academic Dean or Dean of Students may be required. A formal complaint may be registered with the college documenting the offense. Possible disciplinary actions may also include suspension from the college.

# Grading and Grading Policies

*This section is required to meet HLC standards. In this section, provide a clear, written statement that fully explains how the course grades are calculated. Ensure you have a complete explanation of the points, percentages or weights for each graded item. You may also decide to include your grading policies for Late Work, required file formats, number of attempts on quizzes and exams, etc.*

*You can address this section in some of the following ways:*

1. *A list of all grades activities, tests and quizzes that will determine the final grade*
2. *An explanation of the relationship between the final course grade and accumulated points or percentages*
3. *A clearly stated policy on point deductions for assignments that are submitted after the due date (late assignments)*

*For written assignments, clearly state how learners are to format, cite and submit their work.*

*Consider including the following:*

*• Style manual for formatting and/or citation (MLA/APA); Instructions / directions for locating, using the style manual or link to appropriate documentation in your online course*

*• Specific style requirements: name in header, line spacing, page numbers, min font size, font family*

*• Specify what tool(s) will be used to submit written work*

*• Naming convention for files, for ex. Smith.assignment1.doc*

*For Discussion Forums, clearly state your expectations for participation. Consider including the following:*

* *Number of required posts, number of required replies*
* *Recurring, scheduled due dates (and times) for posts and replies*
* *Specific criteria that outlines satisfactory posts and replies. You may wish to create a rubric to address these criteria.*
* *Any conventions for posting such as title of Subject line, attaching files, etc.*
* *Any individual rules/policies about posting. For example, whether or not students are allowed to edit their post once it’s been posted to the discussion board, whether or not they should read other student’s posts or post first then read and reply, etc*

*For examinations and quizzes provide information learners will need to know in order to take and submit these items. Consider including the following information:*

* *Is your exam/quiz located within the QUIZ tool on D2L? Are there requirements for proctoring any exams/quizzes?*
* *Remind students to avoid refreshing their browser during an exam/quiz and which browsers are supported for D2L Brightspace.*
* *Give learners information about the settings for your tests: if there is a timer, how long it is, if the test is auto-submitted at the end of the time, how many attempts are available, if there are multiple attempts if the highest or most recent grade will be taken, etc.*
* *Tell learners if the quiz or exam is open-book, open-note, etc. Also let them know if there are any quizzes or exams where they may receive partial credit for their answer.*

*Feedback*

*Instructor feedback on assessments is vital. It is important that students understand where, when, and how they will receive feedback on all graded assessments. Include the following:*

* *Are you using the Feedback sections on D2L? These sections are provided in the Assignments folder and for each individual item in the Gradebook. Where may learners find their grades?*
* *Is there an established process or policy for handling disputes or appeals of students’ grades?*
* *Clearly state when you will have assignments graded with feedback. For a typical, 16-week course, it is recommended to have an assignment graded within two weeks or less; for shortened courses, this turnaround time will need shortened.*
* *Also consider when learners will need graded work returned in order to use the feedback to improve their work on a future assignment. In these cases, the maximum turnaround time may need to be shortened.*

*Late and Make-up Work Policy*

*Clearly state the department and/or course policy for late and make-up work. Include specific criteria for designating work “late” or circumstances that qualify for make-up work. State any reduction in points, etc. for late and make-up work and how it might affect the final grade.*

*If you do not accept late work and you might state that as well.*

*If there is no specific policy, you might state something such as, “Late work will be accepted on a case-by-case basis. Please contact your instructor if submitting an assignment after the scheduled due date.”*

*Refer to the QM Rubric Annotations for General Standard 3. This section specifically deals with SRS 3.2. If you decide to include grading rubrics in this section, please see the Annotations for SRS 3.3*

# D2L Information and Support

*In this section, include links to HTC D2L Helpdesk and MinnState D2L Helpdesk. It may be helpful to include the web address for direct access to D2L in the event the HTC website is down. Each link must be verified as being up-to-date every semester.*

*Briefly describe categories of D2L that are used in your course.*

*Refer to the QM Rubric Annotations for SRS 1.6 and 7.1.*

# Learner Support

*In this section, include information on technical support, academic support, and student services. Provide a clear description of the type of service provided, how to obtain each type of service and how each service can increase learner success. Consider including links to the appropriate webpages, email addresses for the various service, contact phone numbers etc. Links, email addresses and phone numbers must be verified each semester.*

*Refer to the QM Rubric Annotations for SRS 7.1, 7.3, and 7.4.*

## Technical Support

{your text here - See the SAMPLE MS Word syllabus for suggestions}

## Academic Support

{your text here - See the SAMPLE MS Word syllabus for suggestions }

## Student Services

{your text here - See the SAMPLE MS Word syllabus for suggestions }

*This section must include a statement regarding Veterans Services. This statement is required to meet HLC standards.*

### Veteran Services

HTC is dedicated to assisting veterans and eligible family members in achieving their educational goals efficiently. Active duty and reserve/guard military members should advise their instructor of all regularly scheduled military appointments and duties that conflict with scheduled course requirements. Instructors will make every effort to work with the student to identify adjusted timelines. If you are a veteran, please contact the Veterans and Military Benefits Coordinator.

### Pregnant and Parenting Student Rights

HTC does not discriminate against any student because of pregnancy, parenting or related conditions. Student rights and responsibilities can be reviewed online under “Current Students”. Pregnant or parenting students seeking accommodations should contact the Dean of Students/TitleIX Coordinator, Jessica Lauritsen, 763-488-2605 or by email at [jsessica.lauritsen@hennepintech.edu](mailto:jsessica.lauritsen@hennepintech.edu).

### Complaints and Grievances

Student complaints should be directed to the online complaints and grievances form onb the HTC website under “Student Forms”. For any complaints of discrimination or harassment, students should contact the Dean of Students/Title IX Coordinator, Jessica Lauritsen, 763-488-2605 or by email at [jsessica.lauritsen@hennepintech.edu](mailto:jsessica.lauritsen@hennepintech.edu).

# Accessibility and Accommodations

*In this section, minimally include the Disability Services statement and links to the accessibility statements for each technology used in the course. You may include additional information at your discretion.*

## Accommodations

*Include the following statement from Disability Services. This statement is required to meet HLC standards:*

Hennepin Technical College offers reasonable accommodations to qualified students with disabilities. If you have a documented disability that may require accommodations, contact the college’s Disability Services Director: Brooklyn Park at 763-488-2477 or Eden Prairie at 952-995-1544.

## Accessibility

*Include information on the accessibility of D2L and of all required technologies in the course. Locate the accessibility statements for each technology and provide a link to each statement.*

*Examples include:*

[D2l Brightspace](https://www.d2l.com/accessibility/)

[Adobe Reader](https://www.adobe.com/accessibility/products/reader.html)

[Microsoft](https://www.microsoft.com/en-us/accessibility/)

[Softchalk](https://softchalk.com/cloud/accessibility/)

[Mozilla Firefox](https://support.mozilla.org/en-US/kb/accessibility-features-firefox-make-firefox-and-we?redirectlocale=en-US&redirectslug=Accessibility)

*Additional Accessibility Statements are located in the D2L Navigation Bar: Resources > Accessibility Resources. Refer to QM Rubric Annotations for SRS 7.2, and 8.6.*

# Copyright Information

*Include the sources and citations for materials used in the course including:*

*Instructor-created materials*

*Publisher materials*

*Textbooks*

*Images and other graphics*

*Tables*

*Videos and other forms of multimedia*

*Websites*

*Other*

*Refer to the QM Rubric Annotations for SRS 4.3*

# Course Timeline/Schedule

*A course schedule is required to meet HLC standards. Incorporate the schedule into the syllabus or create a separate document as an addendum to the syllabus. A Course Schedule TEMPLATE is located in the “Important Course Documents” module. Refer to the QM Rubric Annotations for SRS 1.2*

*You may wish to include a “Subject to Change” statement such as:*

*The syllabus and course schedule may be subject to change. Changes will be communicated in the D2L Announcements or via email. It is the responsibility of students to check email messages and course announcements to stay current in their online courses.*