



Syllabus Guidelines

The syllabus guidelines provide instructions and examples for each primary section required in the university template. All the guidelines align with the OSCQR course design rubric and the Regular and Substantive Interactions (RSI) requirement. Faculty can build a well-structured syllabus by referring to syllabus guidelines. A well-structured syllabus helps students to prioritize their time and allocate their resources effectively, communicate with instructors and peers effectively, and stay on track with their coursework, and achieve their learning goals.

Course Information & Instructor Information



Instructions	Examples
<p>Course information should include credit hours for this course, semester and year, course prerequisites, location of class, and class time. This key course information will help students clearly understand the logistics of the course.</p>	<p>Credit Hours: 3 graduate credit hours Semester and Year: Fall 2022 Course Prerequisites: Admission to DNP Program, graduate standing Location of Class: Online via the FHSU Blackboard System Class Time: Asynchronous</p>
<p>Instructor contact information should be provided so that students can proactively reach out to the instructor(s) to promote substantive and regular interactions (RSI).</p>	<p>Name: Seung Gutsch Title: Instructor Office Location: Virtual Email Address: shgutsch@fhsu.edu Zoom meeting by appointment</p>
<p>Contact procedure and policy should be provided so that students know clearly how to communicate well with their instructors. Instructor response time should be clearly stated.</p>	<p>There are many ways to communicate with me in this course: email, text, voicemail, and scheduled Zoom meetings. Please feel free to contact me whenever you have questions. If I am available, I will help you right away. If not, I will get back to you as soon as I can (never more than 24 hours – usually much sooner). When texting or leaving a voicemail, please be sure to give your name and the section number of the course you’re enrolled in (as I teach multiple courses each semester)</p>
<p>Instructor Information includes information about the instructor’s educational background, teaching philosophy, and research areas of interest. This information will help students know where instructors come from and connect better with instructors.</p>	<p>Welcome to class! My name is Tim, your instructor. I hold a Ph.D. in Curriculum and Instruction from UT Austin and completed my Bachelor’s in Biology from UCLA and Master’s in Education from Stanford. I aim to create an enjoyable and effective learning environment that supports your success. I’m passionate about exploring innovative teaching strategies and curriculum designs, and my research interests include examining technology’s impact on science education. I’m thrilled to be on this journey with you this semester. Please don’t hesitate to contact me if you have any questions or concerns.</p>



Course Materials & Course Descriptions



Instructions	Examples
<p>Required and optional course materials should be clearly listed (if applicable) so that students know what they need to purchase, read, and refer to throughout the semester.</p>	<p>Required Textbook(s): Nash, D. B., Skoufalos, A., Fabius, R. J., Oglesby, W. H. (2021). Population health: Creating a culture of wellness. (3rd ed.). Jones & Bartlett Learning</p> <p>Supplementary Book(s) and Article(s): Article links are available on Blackboard.</p> <p>Computer Requirements: Please refer to the TigerTech webpage to check the requirements. Contact FHSU TigerTech and notify the instructor if you have any technical issues.</p>
<p>Course description should be clear and reflect an accurate overview of the course, including specific content and concepts. The description should be concise, generally 3 to 5 sentences.</p>	<p>Population health has never been more important. The U.S. healthcare system continues to face challenges. During this course we will look at the importance of health disparities, cultural competence and social justice in developing health promotion and disease prevention programs. We will review models and theories for behavior change and program planning, health communication strategies, and the role of health policy in developing and evaluating high risk and population-based interventions to improve the health status of the population (<i>Sources: NURS 945 Population Health</i>)</p>
<p>Regular and substantive interaction (RSI) statements are recommended to include in the syllabus. This statement includes how the instructor will regularly interact and provide feedback to the student.</p>	<p>Regular and Substantive Interaction: I will be in regular contact with you about the course, both as a group and on an individual basis. You should expect at least one posted announcement per week. Though we are an asynchronous online course, students will engage with each other regularly through the online discussion board assignments, and I will provide individual feedback on each of your graded assessments.</p>



Course Learning Outcomes & Teaching Methods, Course Structure



Instructions	Examples
<p>Course learning outcomes (CLO) should be listed, including any approved outcomes, competencies from your department, accrediting body, or general education requirements. Course objectives/outcomes are clearly defined, measurable, and aligned with learning activities and assessments.</p>	<p>CO1 Create a model of the communication process that clearly demonstrates the relationship between language, speech and hearing. CO2 Define key terminology and concepts related to the course objectives, Language Theories & Typical CO2 Apply speech and language theories to typical development by connecting examples of speech and language development to supporting theories. <i>(Source: Speech-Language Pathology course)</i></p>
<p>Teaching Methods: In the teaching methods section, the instructor outlines the instructional strategies, activities, assessments, and resources that will be used to support student learning, such as lectures, discussions, group work, and projects. This section provides an overview of how the course content will be delivered.</p>	<p>This course utilizes interactive instruction, independent study, and indirect instruction. The assignments focus on student-centered learning through a variety of activities such as discussion forums, article critiques, peer-reviews, and research papers.</p>
<p>Course structure The course structure description should provide a concise overview of how the course is organized, including the sequencing of topics and content. This will help students understand the course layout and what to expect.</p>	<p>The course is organized weekly to coincide with the 12 chapters that will be covered. Each week, you will focus on a particular chapter in the textbook and complete corresponding assignments. For more information on the course schedule, please refer to the next section of this syllabus.</p>



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<p>Course learning outcomes (CLO) should be listed, including any approved outcomes, competencies from your department, accrediting body, or general education requirements. Course objectives/outcomes are clearly defined, measurable, and aligned with learning activities and assessments.</p> <p><i>CLOs use action verbs and includes higher-order and critical-thinking skills (Bloom's Taxonomy Levels - Analyzing, Evaluating, Creating; Webb's DOK – Strategic Thinking, extended thinking)</i></p>	<p>CO1 Create a model of the communication process that clearly demonstrates the relationship between language, speech and hearing.</p> <p>CO2 Define key terminology and concepts related to the course objectives, Language Theories & Typical</p> <p>CO2 Apply speech and language theories to typical development by connecting examples of speech and language development to supporting theories.</p> <p><i>(Source: Speech-Language Pathology course)</i></p>
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Course Schedule, Assessment Methods & Grading Scale



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<p>A course schedule helps learners understand the pacing of the course and what to expect, so they can plan accordingly. Include overall course structure information, as well as information about the activities in each course module.</p>	<p>The course schedule should be provided in a table format, including columns:</p> <ul style="list-style-type: none"> • week/module # & range of dates, • topics, • learning resources & activities, • assignments, • due dates. <p>In the column of learning resources & activities, details about how to access course materials and resources can be included.</p> <table border="1" data-bbox="821 1244 1406 1365"> <thead> <tr> <th>Week # & Range of Dates</th> <th>Topics</th> <th>Learning Resources</th> <th>Assignments</th> <th>Due Date</th> </tr> </thead> <tbody> <tr> <td>Week 1 ()</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Week 2 ()</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Week 3 ()</td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	Week # & Range of Dates	Topics	Learning Resources	Assignments	Due Date	Week 1 ()					Week 2 ()					Week 3 ()																			
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<p>The assessment methods and grading scale section of the syllabus outlines how students will be evaluated and how grades will be calculated based on a total number of points. This section should include the point allocation for each assessment and the grading scale for the course along with summary of each assessment and its method.</p>	<p>The table below shows how you can clarify information on the detailed grading scale for each assessment.</p> <table border="1" data-bbox="842 1661 1406 1809"> <thead> <tr> <th>Assessment Methods</th> <th>How Many</th> <th>Unit Points</th> <th>Total Unit Points</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Discussions</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Presentations</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Assignments</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Quizzes</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Final Exam</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Total Points</td> <td></td> <td></td> <td></td> <td>100%</td> </tr> </tbody> </table> <p>to reduce the confusion on rollover points.</p> <p>900 – 1,000 = A (90.00% and above) 800 – 899.99 = B (80.00%–89.99%) 700 – 799.99 = C (70.00%–79.99%) 600 – 699.99 = D (60.00%–69.99%) <600.00 = U (below 60.00%)</p> <p>Course assessment discretions should be including all the listed assessments under the assessment methods session in the grading scale table with detailed explanation.</p>	Assessment Methods	How Many	Unit Points	Total Unit Points	Percentage	Discussions					Presentations					Assignments					Quizzes					Final Exam					Total Points				100%
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Course Policies



Instructions	Examples
<p>The purpose of course policies is to establish clear guidelines and expectations for students regarding their behavior, responsibilities, and academic performance in the course. They help to promote academic integrity and create an inclusive learning environment.</p> <p>Important course policies should include address the following areas:</p> <ul style="list-style-type: none">• Class attendance• Class participation• Assignment due date• Procedures for assignment submission• Late work• Collaboration procedures• Netiquette <p>Note: You can add more course policies as you see fit in your department.</p>	<p>Class Attendance: Attendance in an online class means logging in regularly, participating in discussion boards throughout the week.</p> <p>Class Participation: Active participation is a significant part of this course. Most modules require peer-peer interaction.</p> <p>Assignment Due Date: All graded assessments are due by midnight on Saturdays. However, discussion assignments require interactions that cannot be completed in one sitting.</p> <p>Procedures for Assignment Submission: All graded assessments will be submitted via Blackboard. No assignments may be submitted via email unless otherwise instructed.</p> <p>Late Work: Discussion board posts are part of a conversation, and you can't have a conversation by yourself, so no posts will be accepted for credit after the module has ended. Quizzes, papers, and exams will be accepted at a penalty of -5 points for the first day late and an additional -1 point for each day following.</p> <p>Collaboration Procedures: Students are encouraged to form study groups outside of class to continue engaging with course content.</p> <p>Netiquette: Be professional and respectful to others, use appropriate language and follow course guidelines for technology use. Remember – Anything that's not appropriate for the classroom or the evening news is not appropriate online.</p>

