In accordance with evaluation procedures, the instructor will provide copies of a course syllabus for each course taught every semester. These syllabi are housed in the Academic Divisions and with the Associate Dean. The primary purpose of the checklist is to verify that the required content is present in the syllabus. The completed checklist will be used as a cover sheet when submitting your syllabus to the Academic Dean, as specified in the Collective Bargaining Agreement. Syllabi must be ready for distribution to students on the first day of class. If you are unable to complete items on the checklist, please explain in the comments section.

<table>
<thead>
<tr>
<th>Check off when complete</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Syllabus follows required campus template and all areas are complete.</td>
<td></td>
</tr>
<tr>
<td>Syllabus is consistent with the common syllabus for this specific course.</td>
<td></td>
</tr>
<tr>
<td>Syllabus is free of grammatical errors and communicates in simple, clear language.</td>
<td></td>
</tr>
<tr>
<td>Syllabus under Course Materials lists all the required and recommended learning resources and their location, if applicable, including textbooks, power point presentations, references, practice quizzes, study guides, interactive exercises, etc.</td>
<td></td>
</tr>
<tr>
<td>Syllabus under Course Objectives lists all general course objectives. Objectives must be attainable, measureable and start with an action verb such as define, classify, choose, compare, or design. For other examples, visit <a href="http://www.odu.edu/educ/roverbau/Bloom/blooms_taxonomy.htm">http://www.odu.edu/educ/roverbau/Bloom/blooms_taxonomy.htm</a></td>
<td></td>
</tr>
<tr>
<td>Syllabus under Course Evaluation clearly explains instructor’s expectations regarding grading, including course grading scale and point distribution for all categories of assessment such as assignments, exams, projects, and papers.</td>
<td></td>
</tr>
<tr>
<td>Syllabus under Attendance includes course policy on attendance and tardiness, if applicable, and specifies the repercussions of student absenteeism and/or tardiness. For an online syllabus, faculty states the frequency of the faculty and student participation in the course.</td>
<td></td>
</tr>
<tr>
<td>Syllabus under Course Calendar clearly lists the expectations of the work timeline for the course including weekly topics, assignments, exams and their respective due dates. Syllabus states if you plan to include pop quizzes and/or other unscheduled assignments. The course calendar/outline may be listed as tentative and subject to change.</td>
<td></td>
</tr>
<tr>
<td>Syllabus under Outcomes Assessment Alignment has aligned the general course objectives with the appropriate program, degree, or division outcomes and the 8 Institutional Abilities.</td>
<td></td>
</tr>
<tr>
<td>The Phase IV Outcomes Assessment form was completed for this course during the last semester it was taught.</td>
<td></td>
</tr>
<tr>
<td>The information from the Phase IV Outcomes Assessment form from the previous semester was used to improve my teaching and/or design of this course.</td>
<td></td>
</tr>
</tbody>
</table>

**COMMENTS:**

Revised January 5, 2012
INSTITUTION: MSU-GREAT FALLS COLLEGE OF TECHNOLOGY

COURSE TITLE:

COURSE NUMBER:

NUMBER OF CREDITS:

SEMESTER/YEAR:

INSTRUCTOR:
Phone: Email: Office Hours:

I. COURSE DESCRIPTION:

II. COURSE MATERIALS:

III. COURSE OBJECTIVES:

IV. COURSE OUTLINE:

V. COURSE EVALUATION:

VI. ATTENDANCE AND TARDINESS (IF APPLICABLE):

VII. ACCOMMODATIONS

Students with documented disabilities, whether physical, cognitive or psychological, are entitled to reasonable accommodations in their classes. If you would like to use accommodations for this class, please contact the Director of Disability and Learning Support Services at 406-771-4311 or stop by the Disability and Learning Support Services office (R261) to make arrangements.

VIII. LEARNING CENTER

The Learning Center helps students successfully complete their courses by providing free tutoring to MSUGF students in a variety of areas, including writing, math, science, accounting, and computers. The Learning Center also helps students improve their study skills. No appointment is necessary. Tutoring is available on campus in R263 and online. For more information, including a current tutoring schedule, go to www.msugf.edu/students/learningcenter or call 406-771-5127.

IX. PLAGIARISM AND ACADEMIC INTEGRITY

Policy 301.1 As an institution of higher education, Montana State University - Great Falls College of Technology requires its students to adhere to high standards for academic integrity. It is a violation of academic integrity to present the ideas, designs, or work of another person as one’s own effort or to permit another person to do so. Please see the link below for more information and the entire policy. www.msugf.edu/facstaff/Adjuncts/pdfs/301.1_AcademicIntegrityJan08.pdf

Revised January 5, 2012
X. OUTCOMES ASSESSMENT ALIGNMENT

<table>
<thead>
<tr>
<th>Course Objectives</th>
<th>Aligns with the Following Program/Degree/Division Outcomes</th>
<th>Type of Course Objective: Introductory, Reinforce, or Emphasize</th>
<th>Aligns with the Following Program/Degree/Division Outcomes</th>
<th>MSU – Great Falls Abilities</th>
</tr>
</thead>
</table>

**MSU – Great Falls Eight Abilities:**
The faculty and staff of MSU – Great Falls College of Technology have deemed the following abilities to be central to the personal and professional success of all graduates:

**A1 – Communication:** The ability to utilize oral, written, and listening skills to effectively interact with others.

**A2 – Quantitative Reasoning:** The ability to understand and apply mathematical concepts and models.

**A3 – Inquiry and Analysis:** The ability to process and apply theoretical and ethical bases of the arts, humanities, natural and social science disciplines.

**A4 – Aesthetic Engagement:** The ability to develop insight into the long and rich record of human creativity through the arts to help individuals place themselves within the world in terms of culture, religion, and society.

**A5 – Diversity:** The ability to understand and articulate the importance and influence of diversity within and among cultures and societies.

**A6 – Technical Literacy:** The ability to use technology and understand its value and purpose in the workplace.

**A7 – Critical Thinking:** The ability to understand thinking that is responsive to and guided by intellectual standards such as relevance, accuracy, precision, clarity, depth, and breadth.

**A8 – Effective Citizenship:** The ability to commit to standards of personal and professional integrity, honesty, and fairness.

XI. COURSE CALENDAR

*This schedule is subject to change at the discretion of the course instructor to accommodate instructional and/or student needs.*

Revised January 5, 2012