**Sample Items to add to syllabus to meet AMI Checklist**

1. *Provide explicit directions and clearly identify where students can find course components and what they should do to get started. This can be done with a welcome message or video that tells students to go to a getting started tab.*

*The message could like this:*

Getting Started

Basic Steps

To help you get started with your course, please follow the important steps below:

* **Syllabus:** Please read the syllabus thoroughly. The syllabus contains important information about the course, including the course objectives, technological requirement, grading requirements, and reading and assignment schedules. Make sure that you read it carefully, and ask questions if you need the instructor to clarify any points.
* **Getting Started Tab:** Please review the content folder label Getting started to view the videos on how to navigate the course, review the syllabus, rubrics, and schedule of activities.

Be Proactive

As a distance learning student, you should be pro-active in engaging in your personal learning experience (Wolf, 2009; Ragan, 2007).

* **Regulate your own learning:** You should take responsibility for your own learning as well as your peers' by completing readings and posting meaningful, course-related discussion. Monitor and access your own learning and progress.
* **Communicate, Communicate, and Communicate:** When you communicate in person, you can use tone of voice, hand gestures, and body language in addition to your words; however, when communicating online, you cannot rely on those additional methods. There are generally accepted methods of behavior for online communication. To minimize unacceptable behavior, it is a good practice for you to read and to acknowledge that you understand the expectations of [online netiquette](file:///Users/lindakiltz/Desktop/NetiquetteGuideforOnlineCourses.pdf).

1. *Address Communication, interaction and feedback expectations. This may look like this in the syllabus:*

**Communication:**

We will be communicating regularly using the following methods:

* ***Announcements*** on the Course Homepage; please check here each time you enter the online classroom.
* ***Discussion Forums*** in the Discussions section. There are forums for questions for professors and peer interaction.
  + **The best way to contact your instructor is in the “Questions for the Professor” forum.**
  + If your reason is more sensitive in nature, then contact me by email. I am happy to explain something to you either by email or by conducting a conference call via Zoom.
* ***University email account –*** *Activate the account and check it regularly for new email. Importantly, the University and your instructor uses that email account to send you information.* Also, I do not respond to e-mails from students from their personal e-mail accounts due to security risks.
  + **Email** me using your university email account. I will respond to questions and e-mails within 48 hours.

1. **METHODS OF INSTRUCTION**

This course is taught in a distance learning format so much of your work will be done on-line asynchronously.  The course will function on a **Monday to Sunday schedule**, with new content and instructions coming available on Monday and written assignments due the following Sunday. Weekly assignments are in the Course Scope & Sequence. The assignments are also posted on the “Content” page for each week, as well as the specific directions for course writing assignments. That page also contains links to videos and the additional readings besides the two textbooks. Students are also expected to interact with one another in online discussions and therefore ***you will need to stay current with all readings and assignments*.** This class moves fast and covers many issues.

***Netiquette Guide for Discussions:***

When posting on the Discussion Board in your online class, you should:

\_Make posts that are on topic and within the scope of the course material

\_Take your posts seriously and review and edit your posts before sending

\_Be as brief as possible while still making a thorough comment

\_Always give proper credit when referencing or quoting another source

\_Be sure to read all messages in a thread before replying

\_Don’t repeat someone else’s post without adding something of your own to it

\_Avoid short, generic replies such as, “I agree.” You should include why you agree or add to the previous point

\_Always be respectful of others’ opinions even when they differ from your own

\_When you disagree with someone, you should express your differing opinion in a respectful, non-critical way

\_Do not make personal or insulting remarks

\_Be open-minded

1. *Provide instructions on how learners can access their grades.*

For information on how to access your grades in BeachBoard please see the instructions at:

UTube video:

<https://youtu.be/XfCet4t8b5Q>

or link to [Student Support Services](https://www.csulb.edu/academic-technology-services/instructional-design/student-support/student-beachboard-support)

1. *Identify and required technology needed for the course and where your students can receive support.*

This can be added to the syllabus:

* [ATS Resources for Students](https://www.csulb.edu/academic-technology-services/academic-technology-resources-for-students)
* [ITS Helpdesk Information](https://csulb.teamdynamix.com/TDClient/1993/Portal/home/)

One can also add more specific information such as:

**Specific Technology Requirements and Skills for this Course**

Online students should have the following minimum hardware and software. (Information about supported web browsers will be provided in your student orientation.)

* Windows users: Windows 10, Windows 8, Windows 7.
* Mac users: Mac OS 10.10, Mac OS 10.9, Mac OS 10.8.

Students will need speakers and a headset, plus headphones and a microphone.

Learning online requires some basic knowledge of computer technology. At a minimum, you need to be able to:

* Navigate in and use BeachBoard
* Create and save MS Word documents; review [MS Word training and tutorials](https://support.office.com/en-US/article/Word-training-7bcd85e6-2c3d-4c3c-a2a5-5ed8847eae73) for PC users (all versions); [Word Help](https://support.office.com/en-US/article/Word-2016-for-Mac-Help-c3292414-89c0-46e5-82a7-d55a1720f3bd) for Mac users
* Find basic resources on the Internet
* Create and organize files & folders on your computer
* Send, receive, and manage email

1. *Provide Information on the campus academic support services available.*

The following list of resources can be added to the course syllabus.

For information on Academic and Student Support Services please go to:

* [Student Center](https://www.csulb.edu/enrollment-services/mycsulb-student-center)
* [The Learning Center (Academic Coaching)](http://www.csulb.edu/academic-advising/the-learning-center)
* [University Writing Center](https://www.csulb.edu/university-writing-center)
* [Bob Murphy Access Center (BMAC), formerly known as Disabled Student Services (OSD)](http://web.csulb.edu/divisions/students/dss/)
* [University Library](https://www.csulb.edu/university-library)
* [Academic Advising Services](https://www.csulb.edu/academic-advising)
* [Office of the Dean of Students](http://web.csulb.edu/divisions/students/studentdean/)
* [Counseling and Psychological Services (CAPS)](http://web.csulb.edu/divisions/students/caps/)
* [Student Health Services](http://web.csulb.edu/divisions/students/shs/)

1. *Create a sense of community by encouraging and guiding learners to r themselves in BeachBoard.*

The following can be set up in the getting Started Content folder as an online discussion:

**Get Acquainted Discussion Board**

#### One of the benefits of taking an online course is that you have the opportunity to build and participate in an online learning community with your colleagues. By sharing your academic and professional experiences, you each help to create a richer and more meaningful learning environment.

#### Post by Thursday, a brief paragraph introducing yourselves to your colleagues. Include the field you work in or aspire to work in, your academic and professional experiences in the public sector, and any information you want to share about your personal life.

#### This is a nongraded discussion board.

This link can also be provided to students on the BeachBoard Discussion Board:

[Discussions in BeachBoard](https://www.csulb.edu/academic-technology-services/instructional-design/discussions-beachboard)

1. *Explain how the learning materials help them complete the course activities and SLOs.*

This can be accomplished in the introduction to the discussion forums as well as in introducing any assignments or activities. Another excellent tool is to have students use a skeletal outline templates to summarize the readings and content for the week. See the next 2 pages for such an outline. This can be part of each weekly module.

Skeletal Outline

Use this outline to take notes for the module. Each of the resources in the module is designed to support your learning of one or more of the module learning objectives. Refer to the module overview and write down the learning objectives below. Keep these learning objectives in mind as you engage with the module activities and assignments to help you focus on what is most important.

Learning Objectives

|  |
| --- |
| 1. |
| 2. |
| 3. |

Microlecture or Video:

Which learning objective(s) does this microlecture or Video address?

In your own words, explain what you learned in relation to the learning objective(s).

What are you still confused about?

Create a question or set of questions you think the instructor might ask at the end of this microlecture/Video and include what you believe to be an appropriate response or set of responses.

Reading (Title, Author, Date):

Which learning objective(s) does this reading address?

In your own words, explain what you learned in relation to the learning objective(s).

2

What are you still confused about?

Create a question or set of questions you think the instructor might ask at the end of this reading and include what you believe to be an appropriate response or set of responses.

Module Resources

Use the space below to keep track of any additional resources provided in the module that help you to better understand the learning objectives for this module. Specify where to find the resource and the information you find useful so that you can refer to it later to answer discussion questions or to integrate into paper assignments.

|  |  |
| --- | --- |
| Resource title/location: |  |
| Useful information in this resource: |  |
| Resource title/location: |  |
| Useful information in this resource: |  |
| Resource title/location: |  |
| Useful information in this resource: |  |

1. *Explain how each course activity will be evaluated and graded.*

Usually done with the use of course rubrics.