Dual Enrollment Concourse Syllabus Graphic Organizer

The Center for Teaching, Learning, and Assessment
ctla.cgc.edu/concourse-syllabus.html#deguide | ctla@cgc.edu

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The Concourse Syllabus template is structured into ten main sections, each comprising one or several subsections. These subsections are designated for either required or recommended content, tailored to the specific needs of each course. Certain parts of the syllabus, such as Meeting Times and Materials, automatically receive data from the Maricopa Student Information System (SIS), ensuring that all information is specific and up-to-date for each course offering.

Since the syllabus template is not available until the end of the current semester, this worksheet serves as an intermediary tool by providing a detailed outline of each syllabus section, including the required or recommended language. You may want to plan your syllabus using this worksheet and then copy and paste the information you create here into the template once it becomes available. It highlights which sections can be customized to align with your unique course structure and teaching style, and which are fixed and non-editable. The locked sections are particularly important as they contain essential college policies or information mandated by the Maricopa Student Information System, upholding the institutional standards that apply to all syllabi.

Section	Required Information
Heading	College name, course title, prefix, course number, section number(s), credits, academic term, and year
	First editable field is right under the header. Remove the “Syllabus in progress” note contained once you have completed your syllabus.
Meeting Times	Meeting days, location, times, Course format: online, live-online, hybrid, face-to-face | The syllabus template contains a table containing this information or you can format your own.
	Edit the field to include: Dual Enrollment High School Partner High School: Location: DE Schedule:
	Contact hours and minimum expectations for hours out-of-class (Link to recommended language and explanation)

	Students are expected to adhere to their high school's calendar for meeting times, for a minimum of 45 face-to-faceinstructional hours in a three-credit course. Additionally, college students in the United States are expected to spend two to three hours doing coursework outside of class for every hour they spend in class. For a three-credit course, this means that you should be prepared to spend at least 90 additional hours for reading, writing, research, and completing assignments, which equates to approximately 135 hours during the term, divided by the number of weeks the course meets.
Contact Information	Contact Information and Communication Policy
	Example for DE instructors (adapt for your school/course): Instructor: Mx. Awesome Classroom: ABC123 Email: b.awesome@cusd80.com Phone: (480) XXX-XXXX Website: www.schooldistrict.com/xxxx Syllabus: https://cgc.campusconcourse.com/xxxx If you have any questions in regards to the class, please email me at my school email. I will check email and respond within 24 hours during the school week, or 48-72 hours for weekends and holidays.

Course Description	MCCCD official course description
Course Competencies	MCCCD official course competencies
Program & General Education Outcomes	Recommended standard statement below, tailor as needed
	Student Learning Outcomes The faculty and programs at CGCC are dedicated to effective teaching and successful learning with emphasis in the following areas: communication, critical thinking, literacy, and personal development. Periodically, students will participate in formal and informal assessment activities that will help faculty improve programs and teaching strategies. These activities are designed to facilitate student growth in whatever combination of the above outcomes applies to a course.
Materials	List of required and recommended texts, materials, and technologies. (Link to recommended language and explanation)
	Textbook Title Author: Textbook Author Publisher: Publisher Edition: Ed. ISBN: ISBN
	Statements, as applicable, to inform students of the use of third-party learning tools, course-level integrations (LTIS) in the Learning Management System (E.g. Publisher Tools), social networks, proctored/monitored exams, and plagiarism detection. Below is suggested language and a table for you to complete with the tools used in the course.

Third-Party Learning Tools

In this course, we may use web-based 3rd party tool(s) to complete or participate in assignments, activities and/or access course materials. Students may be required to establish a username or password, submit work and/or download information from these tools. There is, therefore, some risk that individuals electing to use the products and services made available by these tools may place any student information shared with the tool vendor at risk of disclosure.

Third-party Tool	Terms of Usage Link	Accessibility Statement
Canvas LMS	Canvas LMS Terms of Use	Instructure Accessibility Statement

Statement Regarding Generative Artificial Intelligence (AI)

This statement is optional and if you choose to include it, please choose at which level you approve of the use of these tools in your course using one of the optional statements.

Statement Regarding Generative Artificial Intelligence (AI)

The World Economic Forum defines generative AI as “a category of artificial intelligence (AI) algorithms that generate new outputs based on the data they have been trained on. Unlike traditional AI systems that are designed to recognize patterns and make predictions, generative AI creates new content in the form of images, text, audio, and more.”

Some examples of generative AI tools include but are not limited to: ChatGPT, Google Bard, Microsoft Copilot, Stable Diffusion, GrammarlyGo, and Adobe Firefly.

If you choose to use the AI statement, please select which statement to use from the ones below then, delete this line and the rest of the statements to limit confusion. Or, if you do not want any statement about AI, please delete this section entirely using the red x in Concourse.

No Generative Artificial Intelligence (AI) Allowed

In this class, all work submitted must be your own. The use of generative AI tools will be considered academic misconduct (see Administrative Regulation 2.3.11 1.B(b)) and will be treated as such. If you are unsure if the tool or website you are using is a generative AI tool, please contact the instructor for further clarification before using the tool or website.

Some Generative Artificial Intelligence (AI) Allowed in Specific Circumstances

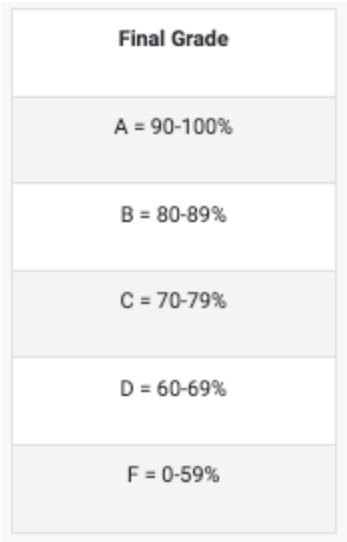
There are situations and contexts within this course where you may be permitted to use generative AI tools. In these cases, specific guidelines will be provided in the assignment details.

	If you are unsure if the tool or website you are using is a generative AI tool or if it is permitted on a specific assignment, please contact the instructor for further clarification before submitting your work. **Generative Artificial Intelligence (AI) Allowed in All Contexts** In this class, you are permitted to use generative AI tools to complete your assignments. When submitting work that incorporates generative AI content, please clearly indicate what content was generated by AI tools. In such cases, no more than XX% of your work should be generated by a generative AI tool. If any part of this is confusing or uncertain, please reach out to me for a conversation before submitting your work.
Grading	Grading standards and practices. Include your policy on late work and instructor grading turn-around-time. For questions about the official MCCCD Grading Policy, please see AR 2.3.3. (Link to recommended language and explanation)

	Grading: Late Work: Missing Work: Submitting Assignments:

Breakdown

(image of table found in Concourse template you may edit based on your scale)



Final Grade
A = 90-100%
B = 80-89%
C = 70-79%
D = 60-69%
F = 0-59%

Strongly suggested as well is a list of assignment types and point values such as the table found below. You can fill this out here and copy and paste it into the Notes section of the template.

Assignment Type	*Point Value*

TOTAL	

Course Policies	Course Topics (strongly recommended). *Link to explanation*

Schedule of Topics:

Week/Unit	Dates	Topics	Activities
1			
2			

	3			
	4			
	5			

Attendance requirements. *The standard statement is listed, tailor to your high school course as needed - be sure to adjust the [#] for your course requirements.* (Link to recommended language and explanation)

In accordance with college and district policies, students are expected to attend and be actively engaged in their classes. In this course, students are allowed a maximum of [#] unexcused absences; after the [#+1] unexcused absence, a student may be withdrawn from the course by the instructor. MCCCD Administrative Regulation 2.3.2 provides additional details on what is considered an official absence, and procedures for handling make-up work for approved exceptions.

Conduct. The content in this section is strongly recommended, with relevant details about your class and high schools conduct/civility policies and consequences, along with other details related to creating a positive learning environment for all students.

Institutional Policies	Statement regarding services for students with disabilities
	Statement of student responsibility for the information in the syllabus.
	Statement of student responsibility for the college policies included in the college catalog and the student handbook
	Information about the availability of services for students that require special accommodations.
	Statement or link regarding Title IX sexual harassment
Additional Items	**Syllabus Changes (adjust the default as needed)**
	This syllabus is intended to contain complete and accurate information; however, the instructor reserves the right to adjust this syllabus during the course. Students will be notified by the instructor of any changes in course requirements or policies.

✓⭐ = contains SIS driven nformation.

Meeting Times and Contact Hours Sample Statements

Contact Hours Statement is REQUIRED

You may edit the Contact Hours statement for accuracy, although the number of instructional hours and outside of class time must be clearly stated as required by both HLC and MCCCD Administrative Regulations. For example, if you have 4-credit hour course, please contact your Dual Enrollment Supervisor for language to update this part accordingly.

The definition of Contact Hours used in the descriptions below are based on MCCCD A.R. 2.3.1 - Academic Load (https://district.maricopa.edu/regulations/admin-regs/section-2/2-3) , which explains the district definition of a credit hour in terms of expectations for classroom/direct faculty instruction and out-of-class student work.

Materials

Please complete the **REQUIRED** textbook section with the details of the materials used in your course, including any school-provided textbook. If you use Open Educational Resource (OER) material, please list that also/instead as Required Textbooks and Materials is REQUIRED for both MCCCD's Administrative Regulations and to support students transferring college credit to other universities.

Other statements on required and recommended texts, materials, and technologies are required.
You may use the

A Third-Party Learning Tools statement is REQUIRED.

Please fill in the chart with your district-approved Learning Management System (LMS), such as Canvas, Moodle, BlackBoard, Google Classrooms, etc., as well as integrations built into your LMS

such as TurnItIn. If there are other tools that you use, such as PearDeck or Kahoot, please additional rows and enter this information.

Terms of Use and Accessibility statements should be easy to find on the vendor website. Look for them in several places, such as the footer, help menu, sitemap, About page, and other prominent areas. Make sure to include links to both the Terms of Usage and Accessibility Statements for all tools used. You may use the table provided or add the statements as a list.

The guideline is that you include statements, as applicable, to inform students of the use of third-party learning tools, course-level integrations (LTIs) in the Learning Management System (E.g. Publisher Tools), social networks, combined (cross-listed) sections, proctored/monitored exams and plagiarism detection. The CTLA has created a list of Common Third-Party Tools Links that you can use to complete the table above based on tools used in your courses.

Statement Regarding Generative Artificial Intelligence (AI)

If you do not want to include an AI policy at this time, please delete this section entirely and simply refer to the existing AR 2.3.11 Academic Misconduct with its definition of Cheating and Plagiarism in your Course Policies section.

Context for Instructors: In May 2023, the Acting Vice Chancellor of Academic & Student Affairs sent out two documents to provide an overview of generative Artificial Intelligence (AI) and to

provide guidance on the usage of AI for MCCCD. It is recommended that faculty considering using one of the statements below familiarize themselves with the Generative Artificial Intelligence (AI) and Teaching and Learning: Guidance for Maricopa Faculty document first, and be aware of the rapid changes in this technology. Helpful resources can be found on the Maricopa Center for Learning & Innovation (MCLI) Artificial Intelligence Resources for Faculty & Staff page.

From the Draft Syllabus Statements Regarding Generative AI document: "Below are some syllabus statements to consider. The first is a generic Opening Statement that could be used with the three levels of allowed usage of generative AI (none, some, and full usage)."

Grading

Grading standards and practices are **REQUIRED.**

Include policy on late work, and instructor turn-around time for graded assignments. A separate Submitting Assignments section is ***strongly recommended.*** For questions about the official MCCCD Grading Policy, please see AR 2.3.3

Concourse provides two sub sections, "Criteria+" and "Breakdown+" that can be used to add detailed information or any content below may be copied and pasted into the "Notes" field to tailor for your course.

Grading: *The grading policy statement should also include a policy for grading late and missing work.*

Note: The grading policy should clearly be aligned to the course learning outcomes and/or objectives.

Submitting Assignments: Explain how assignments should be submitted and what types of files are acceptable.

The language below can be used as examples:

Assignment Deadlines: All assignments have a specific due date. Assignments may not be turned in late unless there is a legitimate documented emergency. You must contact me before the due date and ask for an extension. I will consider each request on a case-by-case basis. Late assignments will automatically lose 50% of the grade.

Submitting Assignments:

Example for classes where physical assignments are turned in: "All assignments must be submitted at the start of class unless otherwise noted. Papers should be typed and printed using a standard typeface and font size; either 12 point Times New Roman or 11 point Arial font is recommended. Keeping copies of your work is considered a standard college success strategy, whether saved to a physical device (USB drive) or in an electronic folder within your Maricopa-provided Google Drive."

The intention of this section is to provide students with an understanding of the type of work they will be expected to complete in your course and the grading structure. Keep in mind that when students transfer to universities or need to provide course syllabi for occupational certifications, they may need the section with the grading scale in particular given that MCCCD does not use a plus/minus grading system.

The table below is provided as an example for you to provide an overview of your own categories (e.g., homework, quizzes, projects, tests) for assessing student learning and associated point values, along with clarifying the overall grading structure for the course. You may edit the table below to tailor as needed to fit your course content, and updating the grade distribution chart above with point values correlated with each letter grade is also recommended. See A.R. 2.3.3 Grading for more details as needed.

Here is an example of a table that you could copy and paste into the notes section here.

Assignment	Point Value	Final Grade
8 Discussions	80 total (10 points each)	A = 405-450 (90-100%)
8 Writing Assignments	160 total (20 points each)	B = 360-404 (80-89%)
8 Quizzes	80 total (10 points each)	C = 315-359 (70-79%)
3 Journal Entries	30 total (10 points each)	D = 270-314 (60-69%)
Final Exam	100 points	F = 0 – 269 (0-59%)
TOTAL	450 points	

Course Policies

Course Topics

The content in this section is ***strongly recommended and may be required*** by your academic program/discipline (e.g., Education courses). This is especially helpful for students who may transfer to universities out-of-state with whom MCCCD does not already have transfer articulation agreements, as academic departments/instructional councils may utilize the schedule of topics to help verify course equivalency in their transfer credit evaluations. For HLC accreditation reviewers, it demonstrates the how aspect of ensuring course competencies are addressed. It also helps prepare students for what they will be learning in your class.

Some instructors choose to include all assignments and due dates in their Course Calendar; this is often beneficial for students' time management if they know in advance when assignments, papers, projects, and/or tests will be scheduled. However, for classes where deadlines fluctuate based on students' mastery of course concepts, a more general schedule of topics is acceptable.

The table in the section is one example of a schedule that you can tailor as needed to fit your course content.

Attendance

The attendance statements are REQUIRED. Adjust the statement to fit your course requirements. Please edit the Details section above that includes the following information, making sure to replace the [#] with actual numbers.

Specify your *withdrawal policy with consequences of excessive absences*; you **MUST** identify a specific number (e.g., 3) or percentage (e.g., no more than 10% of class meeting time in a given semester) for absences after which you reserve the right to withdraw a student. A.R. 2.3.2 states that "At the beginning of each course, each faculty member will provide students with written attendance requirements." Per the Faculty Withdrawal Procedures (A.R. 2.3.6), this is the primary reason faculty may withdraw a student: "A faculty member has the option of withdrawing a student who has accumulated unofficial absences in excess of the number of times indicated in that faculty member's attendance policy in the course syllabus." Please note that it goes on to state, "Any impact on attendance that is protected by the exercise of students' rights under ADA/504, Title IX, Title VI, or other recognized law or policy do not count as unexcused absences for the purposes of instructor-initiated withdrawals for lack of attendance/participation."

Conduct