



UMN System required information for Syllabi

UMN Policy: [Syllabus Requirements](#)

UMN Morris also requires each syllabus to include information about how the course contributes to Program Student Learning Outcomes (PSLOs) and to Campus [Student Learning Outcomes](#) (CSLOs). Every academic program creates their own Program Student Learning Outcomes (PSLOs) to identify the goals of their major; these are online under the “degree requirements” tab for every major (see the [art history example](#)). Through academic programs, co-curricular programs, and the general education program, students are guided toward learning that is consistent with the goals stated in the campus mission and Campus Student Learning Outcomes (CSLOs). *The inclusion of this information on ALL syllabi is required for accreditation.*

UMN Policy: [Recommended Policy Statements for Syllabi](#)

UMN Morris Specific Information for Syllabi

Assessment of Student Learning

Student work from this class may be anonymously used by the professor, the program, and/or UMN Morris to assess achievement of course, program, and campus student learning outcomes. If you do not wish your work to be evaluated as part of UMN Morris' assessment of student learning program, please inform the professor.

Course Student Learning Outcomes Must be included in the syllabus

Our institution's accreditor, the Higher Learning Commission, **requires** that every course's syllabus includes relevant learning outcomes. Also, each of the student learning outcomes must be linked to the UMN Morris's [Campus Student Learning Outcomes \(CSLOs\)](#), General Education learning outcomes (where relevant) and discipline [Program Student Learning Outcomes \(PSLOs\)](#).

For example: Student Learning Outcome #1: Students should be able to solve the immortal boinking rabbits problem & the Fibonacci recurrence equation.

This learning outcome will help students achieve:

UMN Morris CSLO: Career Ready Scholars - Critical thinking and analysis.

Discipline PSLO: Students will be able to apply mathematical intuition and abstract reasoning to analyze and solve mathematical problems at the “reinforced” level.

Food Insecurity Resources

The Student Center 24-hour lounge has a grab and go food shelf and a coat rack with free coats, scarves, hats, and mittens (as the weather turns colder). In addition, there are food bags already assembled and available in UMN Morris campus offices. The bags include enough shelf-stable food items to last for several days. They are available in the following locations:

- Student Center, 24-hour lounge, main floor
- Multi-Ethnic Resource Center, student lounge, main floor
- Public Safety, Behmler Hall 6
- Office of Residential Life, Gay Hall
- One-Stop, Behmler Hall 105
- Student Counseling, Behmler Hall 235
- Summit Scholars - TRIO Student Support Services, HFA 123

Local resources include:

[Stevens County Food Support](#)

[Stevens County Food Shelf | Morris MN | Facebook](#)

Crisis

- If you (or someone you know) is having a mental health crisis and/or is in immediate danger, please call **911** immediately.
- The National Suicide Prevention Lifeline's mission is to provide immediate assistance to individuals in suicidal crisis by connecting them to the nearest available suicide prevention and mental health service provider through this number: **988**.
- UMN Crisis Line: If the mental health crisis you are experiencing is not dangerous, but you wish to talk to someone immediately for assistance about what to do next, text or call these 24-hour help resources:
 - If you are struggling and want to talk about adjusting to college life, try the U of M Textline. Just text "UMN" to **61222** and a counselor will be there 24/7 to talk, offer suggestions, or provide you with resources that may help — all through texting. It's a free service for U of M students.
 - If you would prefer to talk on the phone, call the UMN Crisis Line: **612-301-4673** anytime.

Online teaching

A FAQ of the [Mandatory Attendance at First Class Session and Consequences for Absence](#) is specific to online instruction.

1. How does this policy apply to online courses?

The policy extends to online courses as well as traditional in-person courses. Students must attend the first class meeting or obtain permission from the faculty member to be absent. In the traditional classroom courses, attendance means the student is physically present in the classroom. For online courses that are delivered asynchronously, instructors have discretion to indicate on the syllabus the specific action(s) a student would need to take within a specified time period in order to meet the mandatory first-day attendance requirement. Examples of specific actions students can be asked to complete to meet this requirement for online classes include posting an introduction to an online discussion group, initiating contact with a faculty member to ask a question about an academic course topic, submitting an assignment, or taking a quiz, etc.

[UMN Guidelines for Online Teaching and Design: Online Syllabus](#)
[UMN Online Learning Student Resources](#)

- [UMN Learning Online 101](#) - *Learning Online 101* is a self-paced tutorial designed to prepare University of Minnesota students for success in online or hybrid (partially online and partially on campus) courses.
- [Online Learning Student Toolkit](#)
- [Additional Online Learning Tools](#)

Disability Accommodations

The University of Minnesota views disability as an important aspect of diversity, and is committed to providing equitable access to learning opportunities for all students. The Disability Resource Center (DRC) is the campus office that collaborates with students who have disabilities to provide and/or arrange reasonable accommodations. If you have, or think you have, a disability in any area such as mental health, attention, learning, chronic health, sensory, or physical, please contact the DRC office on your campus (UMN Morris 320-589-6178) to arrange a confidential discussion regarding equitable access and reasonable accommodations. Students with short-term disabilities, such as a broken arm, should be able to work with instructors to remove classroom barriers. In situations where additional assistance is needed, students should contact the DRC as noted above. If you are registered with the DRC and have a disability accommodation letter dated for this semester or this year, please contact your instructor early in the semester to review how the accommodations will be applied in the course. If you are registered with the DRC and have questions or concerns about your accommodations, please contact the Coordinator of the Disability Resource Center. Additional information is available at [Disability Resource Center | UMN Morris](#); or email hoekstra@morris.umn.edu.

Peer-Assisted Learning

(PAL syllabus statement should only be included in courses with PAL)

This course is supported by Peer-Assisted Learning, or PAL. Peer-Assisted Learning (PAL) involves biweekly review sessions for select, historically challenging courses. PAL is for all students in the course who want to practice effective learning strategies, develop an understanding of difficult course material, and improve their grades.

Attendance at sessions is voluntary - it's a chance to get together with classmates to compare notes, discuss important concepts, develop study strategies, and test yourselves before your instructor does, so that you'll be prepared. At each session you will be guided through this material by your PAL Facilitator, an experienced student who has already successfully completed the course.

The PAL Facilitator for this course is _____.

PAL sessions will take place in person. Your PAL Facilitator will share the schedule and location of PAL sessions before the second week of classes.

Tutoring

(Tutoring syllabus statement can be included in all courses' syllabi)

The Student Success Center offers free one-on-one tutoring and weekly study groups for many 1000- and 2000-level courses, as well as some 3000-level courses. View all tutoring options at z.umn.edu/learningassistance.

Our study groups take place on the first floor of Briggs Library, while our one-on-one tutoring takes place either in the library or over Zoom.

As a student in either of these tutoring options, you have a chance to share study strategies, predict exam questions, ask questions, and review lectures under the guidance of an experienced peer. You've got this; we can help!

HOW TO SCHEDULE TUTORING

Tutoring support is only a click or tap away using our peer support scheduling app, Penji! Create your Penji profile and schedule your tutoring using your Morris email and password on the Penji website, z.umn.edu/penji, or through the Penji app on a mobile phone.

Contact our Learning Assistance Coordinator, Rebecca Cofer, at rcofer@morris.umn.edu, or stop by Briggs Library 240 if you have any questions about Learning Assistance at UMN Morris.

Support Resources

[Student Support](#) is a directory of campus and community resources that support student well-being and personal growth needs.

Other support resources can be found at [Morris Let's Thrive](#).

Student Assistance Grant for Emergencies (SAGE)

This grant has been created for the purpose of providing quick-response emergency grants for short-term financial emergencies, enabling a student to remain in school, rather than being forced to take a leave of absence or drop out. The maximum amount is \$1000 per academic year and may be subject to change based on funding. If you are interested in applying for a SAGE grant, [schedule an appointment](#) with a One Stop Counselor to complete the [SAGE application](#).

Writing Center

The Writing Center, located in Briggs 252, offers students the opportunity to discuss their writing with a trained peer writing consultant. Writing Center consultants work with student writers at all stages of the writing process, including brainstorming, drafting, organizing, and revising; they can offer feedback on strengthening an argument, choosing and analyzing evidence, focusing paragraphs, writing introductions and conclusions, and more. Consultants do not proofread papers, but they can help writers learn to edit their own work. They can't, however, perform miracles; be sure to schedule appointments well before a paper is due in order to have time for revision. To see this semester's schedule and make an appointment, visit [Writing Center](#).

Land Acknowledgement, suggested language (not required)

By offering this land acknowledgment, we affirm tribal sovereignty and express respect for Native peoples and nations.

The University of Minnesota Morris is located along Owobopte Wakpa—a *place from which Dakota turnips have been dug river*—in the middle of mashkode akiing—*prairie land*. This land has been cared for and called home by the Dakota people, and later the Ojibwe people and other Native peoples from time immemorial. Our state's name, Minnesota, comes from the Dakota name for this region, Mni Sota Makoce – *the land where the waters reflect the skies*.

Acknowledging the land and our history in this place is an offering of solidarity with and respect for Native nations and peoples. In doing so, we – The University of Minnesota Morris – reaffirm our commitment to our responsibilities rooted in the history of our campus site as a Native American boarding school, our distinctive mission as a public liberal arts college within Minnesota's land-grant university, and our federal recognition as a Native American-Serving Nontribal Institution.