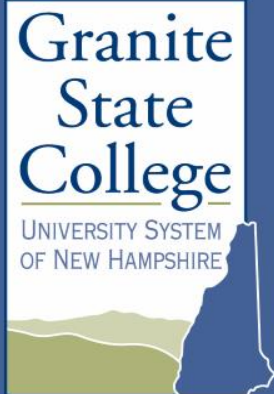


OFFICE OF GRADUATE STUDIES



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M.S. in Leadership Course and Syllabus Guidelines

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Syllabus Template

- Please use the attached, **updated** template to create your current syllabus. **Syllabi from previous courses may contain incorrect, outdated information.**
- The ***yellow highlighted text*** in the syllabus template identifies the sections you can customize such as text book info, materials, etc.
- There are several ***optional sections*** for you to expand upon or delete.
- If you do not want a customizable section, ***please delete the yellow highlighted text.***



Tools

If you have not had a chance to review the following documents (attached within your email) please review **prior** to preparing your syllabus.

- GSC Faculty Teaching Expectations for the Office of Graduate Studies
- Course Guide
- Grading Guidelines for Graduate Courses
- Chalk & Wire Assessors Guide
- GSC Graduate Grading Scale and Faculty Grading Information

Logistics

- All graduate courses should consist of **32 *instructional hours***.
- Grades are due no later than 7 days after your last class.
- Grades are submitted through WebROCK, not Moodle.

GSC Library

- Today's students have a wide variety of information available to them.
- However, not all information constitutes quality research.
- To foster an environment of quality research, GSC has the following resources:
 - GSC has an online Library and Research Commons with databases, eBooks, citation guides, etc.:
<http://library.granite.edu>.
 - GSC librarian, Patricia Erwin-Ploog, is available to assist you and your students. Feel free to contact her at Patricia.Erwin-Ploog@granite.edu.
- Faculty are asked to incorporate at least one **assignment** into their course that assists students in learning about the GSC library and quality research.

Practice for the Practitioner

- Encourage your students to become a part of the **[Granite State College Graduate Students, Faculty and Alumni group on LinkedIn](#)**. LinkedIn is a business orientated social networking site which will help our students professional development and create networking opportunities.

MSLD Curriculum

- MSLD Curriculum is structured around Leadership Competencies and action/experiential learning.
- Students in LD 820 will select a Capstone Topic that they will work on during their program.
- As they progress, they will contribute to their capstone with artifacts that they have identified for each course.
- Students have been encouraged to have a discussion with each instructor regarding how their individual capstone relates to the specific course.
- At the capstone, students will implement their capstone project, at the end of the term they will provide a formal presentation to faculty, colleagues and peers. In addition they will document their journey in a Capstone ePortfolio.

ePortfolio

- Graduate students will work with 2 ePortfolios during their program: the Programmatic ePortfolio and the Capstone ePortfolio.
- GSC requires graduate students to purchase Chalk & Wire for their ePortfolios.
- The Programmatic ePortfolio
 - Documents a student's journey as a Leader by assessing their level of competency or expertise against Leadership Competencies.
 - Students will submit key assignments and Narratives through Chalk & Wire.
 - Faculty will assess the assignments for a competency grade and an assignment grade.
 - For the competency grade, students are assessed based on the novice to advanced model. The rubric is attached to the assignment in C&W. This assessment does not affect their grade.
 - For the assignment grade, faculty will use a rubric of their choosing and the grade is factored into their final grade for the course. The percentage is left to the discretion of the faculty.
 - C&W will prompt you for both assessments and will automatically assign the assignment grade into the Moodle Grade Book.
- Capstone ePortfolio
 - Created during the capstone course, it documents the project and lessons learned.

ePortfolio Narrative

- In each course, students will be asked to write a Narrative.
- The content of the Narratives will be prompted by key questions.
- The foundational idea behind the Narrative is to get students to start thinking of themselves as practitioners and to make connections between the curriculum (courses already taken), the standards and real world experiences.
- The Narrative should be worth 10% of their final grade.