

NCA RECOMMENDED SYLLABUS FORMAT

Course Number: _____ Title: _____ Semester Hours:
Term/Year: _____
Instructor: _____ Office (Bldg. Rm.): _____ Office Phone:
Office Hours: _____ [CSU E-Mail Address](#) _____

COURSE PREREQUISITES:

(should match pre-requisites listed in catalog: e.g., exams, courses, g.p.a., admission to college, admitted master's candidates, majors only, student status/level, etc.)

COURSE DESCRIPTION:

(content and purpose as in catalog description)

COURSE OBJECTIVES/LEARNING OUTCOMES:

(Number the [outcomes](#). [Include field, technology and clinical objectives](#). The [outcomes](#) must be measurable and stated in terms of what students must know and/or be able to do at the end of the course.)
[The outcomes must correlate with program learning matrices \(as applicable\) and must correlate with the program/department student learning outcomes.](#)

GENERAL EDUCATION OUTCOMES FOR THE COURSE (as applicable)

OBJECTIVE NUMBER Assessment Measures (instruments)*

(Indicate how each objective will be assessed/evaluated.)

*Measures include but are not limited to: paper and pencil tests, essays and writing samples, oral presentations, logs and journals, portfolio collections of student work, case studies and other classroom assessment techniques.

COURSE REQUIREMENTS:

(e.g. attendance policy, class participation, oral presentations, exams, quizzes, papers, technology assignments, clinical/field experiences, [makeup policy](#), etc.)

STATEMENTS ON ABILITIES OFFICE, EMERGENCY EVACUATION, PLAGIARISM/ACADEMIC MISCONDUCT, ACADEMIC WARNINGS

CRITERIA FOR GRADING:

(identify point value/percentage for assignments and/or requirements for each grade)

A = B= C= D= F=

REQUIRD TEXTS:

Author, Title, Editor, Publisher, Copyright Date

CALENDAR:

(Session No.) Topic(s) - course objectives should be clearly discernible in topics covered

ASSIGNMENTS

(e.g., reading, exams, technology and other projects due)

BIBLIOGRAPHY, OTHER REFERENCES AND RESOURCE MATERIAL:



Spicing Up Your Syllabus: Syllabus Checklist



*The following checklist is designed to help you construct a syllabus that fully meets the needs of your students. The items in **bold** are those included on the North Central Association recommended syllabus format.*

<p>SECTION I: BASIC INFO</p> <p>This section of your syllabus should include all of the essential information about the course. A student should be able to understand quickly and easily where and when it will meet, who will be teaching it, and how to contact him/her.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Course number <input type="checkbox"/> Course title <input type="checkbox"/> Semester hours <input type="checkbox"/> Term/year <input type="checkbox"/> Instructor name <input type="checkbox"/> Office location <input type="checkbox"/> Office hours <input type="checkbox"/> Day/time/location of class meetings <input type="checkbox"/> Contact information (email and office extension) <input type="checkbox"/> Course prerequisites <input type="checkbox"/> (Required and recommended texts/ materials) 	<p>NOTES</p>
<p>SECTION II: COURSE OVERVIEW</p> <p>This section should provide the student with a clear, concise overview of what he/she will be learning in the course, and the purpose for and value of doing so.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Course description <input type="checkbox"/> Course purpose <input type="checkbox"/> Course objectives / learning outcomes <input type="checkbox"/> Assessment measures <input type="checkbox"/> Course requirements (expectations) <ul style="list-style-type: none"> <input type="checkbox"/> Attendance policy <input type="checkbox"/> Class participation <input type="checkbox"/> Course load <input type="checkbox"/> Make-up work policy <input type="checkbox"/> Student conduct (w/ contract) 	

Section II (continued)	<input type="checkbox"/> Statements <ul style="list-style-type: none"> <input type="checkbox"/> Abilities office <input type="checkbox"/> Emergency evacuation <input type="checkbox"/> Plagiarism / academic misconduct <input type="checkbox"/> Academic warnings <input type="checkbox"/> Sexual harassment <input type="checkbox"/> Extra credit <input type="checkbox"/> Tips for success <input type="checkbox"/> Criteria for grading	NOTES
<p>SECTION III: COURSE ORGANIZATION</p> <p>This section will help students to understand the general organization and progression of the course, and the basic tools they will need to meet its requirements.</p>	<input type="checkbox"/> Required and recommended texts/ materials <input type="checkbox"/> Recommended technology <input type="checkbox"/> Course calendar <input type="checkbox"/> Assignments <ul style="list-style-type: none"> <input type="checkbox"/> Readings <input type="checkbox"/> Homework <input type="checkbox"/> Projects/portfolios <input type="checkbox"/> Essays <input type="checkbox"/> Field experience <input type="checkbox"/> Bibliography & other reference materials <input type="checkbox"/> Rubrics	
<p>SECTION IV: ADDITIONAL RESOURCES</p> <p>This section provides students with information regarding university resources they can call upon to help them succeed.</p>	<input type="checkbox"/> Office of Academic Support <input type="checkbox"/> Academic Advising <input type="checkbox"/> CSU Library <input type="checkbox"/> Learning Assistance Center <input type="checkbox"/> CTRE (for Moodle) <input type="checkbox"/> Wellness/Health Center	



Spicing Up Your Syllabus: Brainstorming Worksheet



I. GUIDE? ROADMAP? RULEBOOK? CONTRACT?

The syllabus for my course, _____, is like a _____
because _____
_____.

II. ENGAGING STUDENTS IN THE SYLLABUS

Students will be more likely to *use* the information in my syllabus if I...

III. SETTING THE TONE

I would like the tone of my syllabus to be: FORMAL / INFORMAL (circle one)

List 3 concrete strategies for conveying that tone in your syllabus:

- 1) _____
- 2) _____
- 3) _____

How would you like students to address you? _____

How will students know to call you that? _____

Should students call/email you before coming to office hours, or just drop in? CALL/EMAIL / DROP IN

Will you give your students your personal phone number? YES / NO

If you answered yes, what hours will they be allowed to call? _____

IV. COURSE REQUIREMENTS

Are any of the following required for your class? If so, list:

Prerequisites: _____

Co-requisites: _____

Technical Skills: _____

Interpersonal Skills: _____

Other background knowledge: _____

What resources/technology will students need to complete their assignments?

1) _____

2) _____

3) _____

4) _____

V. PURPOSE

What is the overall purpose/goal of this course? _____

What should students be able to do if they are successful in this course? What are its learning objectives?

1) _____

2) _____

3) _____

4) _____

VI. SUCCESS

What are your expectations for students?

Quality of work: _____

Amount of work / time required: _____

Working with peers: _____

Attitude: _____

Conduct: _____

Other: _____

What does it take to be successful in your course? _____

What are 4 strategies you can give your students that will help them be successful?

1) _____

2) _____

3) _____

4) _____

VII. ASSESSMENT

How do the assessments and activities for your course align with its learning objectives?

Assessment / Activity

Connection to Learning Objectives

_____	_____
_____	_____
_____	_____
_____	_____

VIII. CLASSROOM BEHAVIOR

Before establishing classroom policies, you should have a clear idea of what behaviors are and are not acceptable..

Desirable Behaviors

Undesirable Behaviors

How will you communicate your expectations to students on how they should act?

Will you allow students to have input on class rules? YES / NO

If so, how and when will you do that? _____

IX CLASS PREPARATION

What does it mean to “come to class prepared” in your course? _____

How will you hold students accountable for their preparation? _____

X. PARTICIPATION

Will participation be a component of students' grades? YES / NO

If so, how do you define participation? _____

How will you measure participation? _____

XI. LATE WORK & EXTRA CREDIT

Will you accept late work? YES / NO / DEPENDS ON CIRCUMSTANCE

Will you make extra credit opportunities available? YES / NO

How will you communicate these policies? _____

How will you enforce the attendance policy? _____

XII. ONLINE

Is this course going to be taught online? YES / NO

If not, do you plan to make the syllabus available online anyway? YES / NO

If so, how do you plan to adapt this syllabus for the online student? _____

How will you account for things like participation, attendance, and student conduct in an online course?
