

INSERT CAMPUS LOGO/BRANDING as defined by institutional policy.  
Faculty will want to ensure that the syllabus utilized is ADA-compliant.

To access the Word version of this template, please click [here](#).

Note: Credentials are required.

## Course Information

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Course Number: Insert Course Subject and Number [e.g., SUJB ### - MATH 103]  
Title: Insert Course Title [matches the student information system registration catalog]  
Credits: Insert Credit Hours [matches the student information system registration catalog]  
Academic Term/Year: Insert the semester/term and year.  
CIP\*: Insert CIP - OPTIONAL  
Course Description: Insert Course Catalog Description [matches the course catalog]  
  
Other Requirements\*: Access to internet connection and email to communicate with students and instructors. D2L (learning management system) will be utilized for this section.  
OPTIONAL  
Instructional Mode\*: Insert information on the delivery of this course – Face-to-Face, Online, ...etc. OPTIONAL  
Last Day to Drop\*: Insert Information as applicable. - OPTIONAL  
Census Date\*: Insert Information as applicable. - OPTIONAL  
IDEA Surveys\*: Insert Dates administered as applicable- OPTIONAL  
Crosslisted Course\*: Insert information on course that is crosslisted [e.g., SUBJ ### and SUBJ ###] OPTIONAL

## Instructor Information

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Instructor of Record:  
Insert Name  
Insert Contact Information

(Virtual) Office Hours: Insert Date/Time  
*Other times available by appointment only.*

## Course Meeting Time and Location

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Insert the information regarding course meeting times and location.

## Course Description and Student Learning Outcomes

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At the conclusion of this course, students will be able to:

1. Insert Student Outcomes
2. Insert Student Outcomes
3. Insert Student Outcomes...

Note - Course learning outcomes state what students are expected to *know* or *be able to do* upon completion of a course. For HLC accreditation and assessment of the course, clear student outcomes are essential.

*\*Faculty might opt to add a lengthier description for students of the course in this section.*

## Course Required Course Content/Reading

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Insert any required reading or other course content.

\* Sections with an asterick (\*) are optional, not required.

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### **Instructional Methods**

Insert the instructional methods for this course. This is the delivery method and what to expect in the class during the term. If the course component includes laboratory, provide information specific to the laboratory portion of the course.

### **Course Schedule\*\***

The tentative course schedule for this course is outlined by week. Please note, the instructors reserve the right to modify the course schedule at any time.

\*A sample of a template is provided; however, a faculty member may select what to display and how to share it to provide students the optimum tool to understanding their course needs.

<b>Week</b>	<b>Topic</b>	<b>Required Reading</b>	<b>Assignments/Due Dates</b>
<b>Week 1:</b>			
<b>Week 2:</b>			
<b>Week 3:</b>			
<b>Week 4:</b>			
<b>Week 5:</b>			
<b>Week 6:</b>			
<b>Week 7:</b>			
<b>Week 8:</b>			
<b>Week 9:</b>			
<b>Week 10:</b>			
<b>Week 11:</b>			
<b>Week 12:</b>			
<b>Week 13:</b>			
<b>Week 14:</b>			
<b>Week 15:</b>			

**\*OPTIONAL** Add template language on the amount of time expected to be working toward the credit hour requirement. A draft statement might look like this: *The credit standard for this course is met by an expectation of a total of 135 hours of student engagement with the course learning activities (which is at least 45 hours per credit), this includes regularly scheduled instructor:student meeting times [insert meeting time expectations], reading, writing, problem sets, studio time, labs, field trips, and other student work as described in the syllabus.*

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## Grading Policy/Class Assignments

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Provide any guidance on the rules, expectations concerning the established assignments. Tests, quizzes, papers, projects, discussion responses (etc.) and the weight or number of points for each – as well as the total number of points in the course (or the 100% for weighted grade).

## Evaluation Procedures

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\*A sample of a template is provided; however, a faculty member may select what to display and how to share it to provide students the most optimum tool to understanding their course needs.

Assessments – Assignments, Tests, etc. Performance – If possible, utilize a standard for grading. An example is listed below for your use.

Assignment	Points	Rubric			
		A	B	C	D
E.g., Test I	100	100-90%	89-80%	79-70%	69-60%
E.g. Test II	100	100-90%	89-80%	79-70%	69-60%
E.g., Research Paper	200	Insert Rubric for A Grade	Insert Rubric for B Grade	Insert Rubric for C Grade	Insert Rubric for D Grade

## Attendance Policy

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Insert Attendance Policy for Course.

## Student Expectations\*OPTIONAL

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It is vitally important that students play an active role in the learning process. As a result, your participation in class discussions and class projects/work will be required. Student engagement includes:

1. Insert
2. Insert
3. Insert...

*\*Faculty might want to add language about Netiquette or other requirements for the class to incorporate during the course.*

## Student Success Services and Support

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Insert Institutional Procedural and Departmental information on services.

1. Office of Disabilities
2. Counseling/Mental Health
3. Academic Support
4. Insert
5. Insert
6. Insert...

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### **System BOR Policies**

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See AAC Guideline 5.3.1 Required BOR Policy Statements [INSERT LINK].

### **Home Institution Policies**

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See Required University Policy Statements [INSERT LINK].

OPTIONAL TEMPLATE

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