Kettering COLLEGE

Course Syllabus
KC POLICY # AC 212

APPLIES TO: Administration, Department Chairs, and Faculty

ISSUED: February 17, 2021   **KEYWORDS:** *syllabus; standard; checklist; template*

EFFECTIVE: August 30, 2021

PURPOSE:

The purpose of this policy is to outline the components of a standard course syllabus to ensure consistency in the provision of documentation of classroom policies and procedures; outlining of student responsibilities for success in the course; setting the course in a broader context for learning; aiding new faculty in the design of their syllabi; and facilitating transfer credit evaluation.

POLICY:

Course syllabi should comply with the guidelines provided below.

GUIDELINES:

Include the following information to create a syllabus for each of the courses you teach. A template for the syllabus can be found in the LMS system of the college in each course shell. The order of the items follows a conventional model and Quality Matters standards. Links to policies should be used as they can change and be updated frequently. Links ensure that the latest policies and procedures are provided to students.

<u>Outline of Syllabus</u>

1. **Heading**
   Kettering College

2. **Course Information**
   - Title
   - Number
   - Credit hours (Didactic and clinical laboratory hours if applicable)
   - Example:
   - Credit hours 6 credit hours
   - Theory Hours: 4 credit hours (60 clock hours)
   - Clinical and Lab Hours combined: 2 credit hours (90 clock hours)
   - Total Planned Clinical Hours: 1.78 credit hours (80.1 clock hours)
   - Total Planned Lab Hours: 0.22 credit hours (9.9 clock hours)
   - Semester and year
   - Meeting time, days (synchronous, asynchronous if online or blended)
   - Online courses that are asynchronous should list information on when modules begin and end.
   - Location (online, blended, face to face)

3. **Instructor/Contact Information**
   - Name
   - Office location if applicable
   - Office hours virtual and face to face if applicable
   - Office telephone and fax numbers if applicable
   - Email address
   - Other contact information you wish to provide
   - Contact Policies

4. **Course Description**
   Place the catalog course description here; include any other useful information about the course such as how the students will benefit from the course, the specific content that will be covered, and how the course fits into the curriculum.

5. **Course Pre-requisites and Co-requisites**
   (Be sure to emphasize these to students the first day of the course or when the syllabus review is done.)

6. **Technology needs for the course**
   Include any technology requirements students are expected to meet, e.g., students will be required to send attachments in .doc format. Please see the technology requirements for students https://kc.edu/campus-resources/it-department/technology-requirements-students/

7. **Institutional Outcomes**
   Identify the institutional outcomes the course helps to develop

8. **Program outcomes**
   Identify the program outcomes the course helps to develop

9. **Course Learning Outcomes**
   - Describe the major concepts, skills, attitudes, knowledge students are to achieve by the end of the semester.
   - Describe how these outcomes are tied to standards or other principles that drive the curriculum

10. **Active Learning**
    (please include this section if it is consistent with the pedagogy used in your course)
    This course is built on the principles of active learning. In active learning students are challenged to depart from the passive reception of information and the effort to just recall information, to taking ownership of deep learning. This course will provide you with activities such as problem solving, writing assignments, group discussions, reflection papers, and other tasks that will give you the opportunity to do critical thinking and gain deep understanding of the material. It is up to you to assume the responsibility of the learning. Please view the course instructor as your consultant and curator of knowledge, while you are in charge of your learning and ultimate success. In a semester period, one credit hour typically means that the course meets for one hour of face-to-face instruction each week. At Kettering College, we expect that, for every hour of class time, the student will invest another three hours of additional work (this is active learning at work). Thus, in a three-credit

course, the student will do nine additional hours of work per week minimum. If you follow this rule, you will be very successful in this course.

11. **Textbook and Other Course Materials**
    - Required textbook and readings
    - Suggested readings
    - Course packs
    - Reserves/Electronic reserves
    - Course Materials on CANVAS
    - i-clickers (if needed)
    - Other (attire for clinicals)

12. **Essential Course Policy Information**
    - Attendance/Lateness policy (class, lab, clinical)
    - Policy for late/missing work
    - Policy for missed exams and quizzes (testing policy if applicable)
    - Refer to Professional Standards of Conduct policy
    - Policy for extra credit
    - Withdrawal, including WP and WF
    - Last day to withdraw
    - Cell phone (if you have one—not required)
    - Your participation in this course indicates your acceptance of its content, requirements and policies as outlined in this syllabus. Please review the syllabus and course requirements thoroughly. If you believe you will not be able to meet the demands and requirements of this course, you should drop the course by the drop/add deadline, listed on the calendar for the current academic semester.

13. **Legal and Acceptable Use Policy**
    Kettering College values and respects the laws that govern the creation and distribution of intellectual property (copyright) and the rights of members of the academic community to use such intellectual property (fair use). It is the expectation of the administration of Kettering College that students will be familiar with these laws and use copyright protected works in accordance with the law.
    https://kc.edu/campus-resources/it-department/acceptable-use-policy-and-other-legal-stuff/

14. **Methods of Assessing Learner Progress (Assignments, Examinations, and any other requirements that contribute to the final grade for the course). Include the weight or percentage for each assignment/group**
    - Participation
    - Homework
    - On-line discussions
    - Projects
    - Group work – include information on productive group processes
    - Exams/quizzes
    - Other

15. **Grading Methods and Scale**
    Provide a clear explanation of evaluation, including a clear statement on the assessment process and measurements. Be explicit! You may include format, number, weight for quizzes and exams, descriptions of papers and projects as well as how they will be assessed and the overall grading scale and standards. A statement on rounding of grades must be included whether rounding occurs or not. This may simply be the statement, "No scores or grades are rounded in this course," or, if rounding does occur, the statement should address which components of the grade are rounded (i.e., final grade only, all exams scores, scores on all assignments, etc.) and, if rounding occurs on these items, how far into the decimal points will be rounded, etc. Please see two different examples of grading information in the samples below. You can also provide descriptions for papers, projects, and assignments in their respective sections of the syllabus.

    Sample grading standard #1: There will be 10 quizzes throughout the course, made up from objective questions (multiple-choice or identification) and fill-in blank questions. I drop your 2 lowest quiz scores when I compute your quiz average. With this safety margin, there are no make-up quizzes if you are absent. A missed quiz is 0%. Quizzes are 50% of your course grade. One or two of your quiz scores will come from your participation. No scores or grades will be rounded in this course.

    Sample grading standard #2: Short essay papers make up 25% of your grade. The papers are always one page and are always typed single-spaced. I will provide you with models of how they should be designed and how to incorporate details. You should do better in this part of the course if you have completed (place prerequisite course here). The final exam will be three papers chosen from a list of about ten topics provided one week before final exam week. Each of these papers are 1-2 pages single-spaced, which means they can be a little longer than the short essays. Only the final course grade will be rounded up. For example, a final course grade of 89.50 will be rounded to the next highest whole number, whereas a final course grade of 89.49 would not be rounded up.

16. **Course Schedule/Content and Outline (may be in the form of a course calendar)**
    Provide a detailed list of meeting dates, major topics and themes, reading assignments, and due dates for all exams, scheduled quizzes, papers, projects, assignments, labs, etc. Use a grid format to help students easily read and understand the information.

17. **Syllabus change policy – Put in this statement**
    This syllabus is a guide and every attempt is made to provide an accurate overview of the course. However, circumstances and events may make it necessary for the instructor to modify the syllabus during the semester and may depend, in part, on the progress, needs, and experiences of the students. Changes to the syllabus will be made with advance notice.

18. **Americans with Disabilities Statement/Academic Support Statement**
    Kettering College is committed to providing students with disabilities equal access to all programs, services, activities, and facilities in accordance with Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act (ADA) of 1990, and the ADA Amendments Act (ADAAA) of 2008. To receive accommodations, the student must first contact the Director of Academic Support Services. Contact:
    > Bev Ervin, PhD
    > Director of Academic Support Services/
    > Title IX Coordinator
    > Kettering College

Phone: 937-395-8601 ext. 55646
Bev.ervin@kc.edu

Each student who applies for accommodations is evaluated on an individual basis, and all disability-related information is kept confidential with the Academic Support Center.

Kettering College Disability Policy

The Academic Support Center strives to empower all students to develop effective strategies for learning and offers free peer tutoring, group tutorials and private consultation. The Kettering College tutor schedule is posted at the beginning of each semester.

Another service available to students is Tutor.com which is a free online tutoring service that can be accessed in Canvas by clicking on the Tutor.com24/7 Homework Help link located in your navigation links on the left side of your screen. For additional information please contact Bev.ervin@kc.edu

19. **Writing Center Information can be found on the college website.**
https://kc.edu/campus-resources/student-support-services/writing-center/

Honor Code:
http://kc.edu/wp-content/uploads/2017/04/Honor-Code-AC-190.pdf

Policy on Standards of Professional Conduct for Undergraduate and Graduate Students
https://kc.edu/campus-resources/student-handbook/

Faculty Assistance Statement:
[Note: this item must be included in the syllabus verbatim]
Students are expected to be in contact regularly with their faculty regarding any academic issues of importance to the students, and specifically if they are experiencing any concerns or difficulty with their studies.

(Optional) Faculty may also include other specific information they wish to provide regarding assistance they may choose to offer students.

20. **Educational Delivery**
Kettering College delivers quality education using a variety of methods, including face-to-face, online, simulation, practical training in clinical settings, and through blended approaches. The College reserves the right to change the method of delivery of instruction before or during an academic term in the event of a health or safety emergency or other circumstance when it determines that such change is necessary to best serve the interests of the campus community.

21. **Teaching Philosophy**
What is your approach to teaching this course? Include your teaching methods here or in another section and a statement regarding your expectations about students' responsibility for learning and your responsibilities as their instructor.

22. **Instructional Methods**
    List your instructional methods here unless you have included them in your teaching philosophy.
    Example: This course is taught using a variety of instructional methods including lecture, class discussion, small group work, project creation, electronic discussion, and group presentations.

23. **Keeping Your Coursework**
    You will have access to the course and your coursework beginning with the start date and for two weeks after the course ends. After this time, you will not be able to access the course or related materials. For this reason, it is strongly recommended that you save copies of your completed assignments along with any learning objectives or other documents you wish to keep. Kettering College and faculty are not responsible for lost or missing coursework at any time during or after the course.

24. **Tentative Course Schedule**
    (can be part of the syllabus or on the canvas calendar)

25. **Student Acknowledgement Sheet**
    This sheet may be included at the end of the syllabus for students to sign and return as an acknowledgement that the student has read and understands the syllabus and their responsibilities.

Acknowledgment quiz in Canvas
or
Student Acknowledgement
Please return this sheet to the instructor by the date indicated.)

"I, _____, have completely read the syllabus for [course number and title/ semester and year] and understand and accept the course requirements."

Please indicate below, any special needs or circumstances that may have some impact on your work in this class, and for which you may require special accommodations, including but not limited to physical or mental disabilities, inability to arrive in class on time or need to leave class early, observance of religious holidays, etc.

See individual programs for other items needed in the syllabus.

RESOURCES/REFERENCES:
Related KHN Policy: N/A
Maintained by: Office of the Academic Dean(s)

HISTORY OF REVISION:
Original date: 2010
Revision dates: 11/02/2011, 02/17/2021