
APPLIES TO: Administration, Department Chairs, and Faculty

ISSUED: September 7, 2023

KEYWORDS: *syllabus; standard; checklist; template*

EFFECTIVE: January 1, 2024

PURPOSE:

The purpose of this policy is to outline the components of 1) the standard course syllabus and 2) the general college information 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.

DEFINITION OF TERMS IN THIS POLICY:

1. **Course syllabus:** A document developed by an individual instructor each semester outlining important course information and shared with students, preferably on the first day of classes and in the LMS.
2. **General College Information (GCI):** A set of pages built into each course shell in the LMS system that contain information on policies and resources common to all courses in the college.
3. **Learning Management System (LMS):** A software application used by the institution to deliver course materials, provide online quizzing, track student grades, and in general facilitate the administration of courses, both online and face-to-face.

POLICY:

Course syllabi should comply with the guidelines provided below. The GCI information should be included in the LMS (e.g., Canvas) shell of each course.

SYLLABUS 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 of the college in each course shell. The order of the items follows a conventional model and Quality Matters standards.

Outline of Syllabus

1. **Heading**
Kettering College
2. **Course Information**
 - Title
 - Number
 - Credit hours (Didactic and clinical laboratory hours if applicable)
 - Examples:
 - Credit hours: 3 credit hours
 - Credit hours: 4 credit hours (3 didactic hours and one 2-hour lab)

- Credit hours: 6 credit hours (Theory Hours: 4 credit hours (60 clock hours) and Clinical and Lab Hours combined: 2 credit hours (90 clock hours))
OR
 - Credit hours: 6 credit hours (Theory Hours: 4 credit hours (60 clock hours) and Total Planned Clinical Hours: 1.78 credit hours (80.1 clock hours) and 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 (including your preferred communication method, such as a specific email address or phone number)

4. Course Description

Place the course description verbatim from the current Academic Bulletin and Master Syllabus here.

You may add 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

This information should match that in the Academic Bulletin and Master Syllabus. (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 (you may delete those not addressed in the course).

Kettering College's Institutional Outcomes are a set of skills, attitudes, and behaviors that reflect the college's commitment to competence and character. Achievement of these outcomes produces KC graduates who are superior citizens in professional health care environments and in the community. Each student who successfully completes their program-specific outcomes and curriculum will be able to demonstrate degree-level appropriate competencies in the identified domains for each outcome. Students will:

Faith

Gain self-awareness of their own faith journey within the context of a Christian Community and learn the skills to holistically care for self and others.

- Assessment will be based on _____

Service

Engage in service and service-learning opportunities that have a positive impact on communities and that foster self-awareness.

- Assessment will be based on _____

Scholarship

Conduct ethical scholarship that involves gathering and evaluating evidence in order to draw and disseminate a conclusion.

- Assessment will be based on _____

Leadership

Work effectively with and through others by recognizing distinctive contributions each individual can bring to forge superior solutions and results.

- Assessment will be based on _____

8. Program outcomes

Identify the program outcomes the course helps to develop

9. Course Learning Outcomes

- Describe the major concepts, skills, attitudes, and 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.
- NOTE: These should be taken directly and verbatim from the Master Syllabus for this course, which is maintained by the respective department chair and Office of Academic Affairs.

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 in LMS
- 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 dates

13. Course Participation Statement

(Please include the following statement verbatim)

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.

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 exam 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. 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.

19. 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.

20. 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.

21. 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.

22. 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.

23. Tentative Course Schedule

(can be part of the syllabus or on the LMS calendar)

24. 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 LMS (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.

GENERAL COLLEGE INFORMATION GUIDELINES:

The LMS shell for each course will include a set of pages referred to as General College Information (GCI) that present information on policies and resources common to all courses. These pages will be developed by a group led by a member of the Online Learning and Continuing Education department with input from the Information Technology department. The GCI pages will be locked such that only specific individuals from this group will be able to make changes, ensuring that the information is consistent across all course shells. This information will be updated regularly to ensure currency.

The General College Information pages will include at a minimum:

1. College policies on:
 - Technology requirements
 - Copyright and fair use
 - Lecture capture
 - Americans with Disabilities Act
 - Honor code
 - Standards of professional conduct
 - Digital Privacy Policies
 - Course Electronic Capture Policy
 - Verification of Identity for students enrolled in online courses

2. Student resources related to:
 - Student services
 - Student affairs
 - Student Success Center
 - Writing Center
 - Netiquette and Confidentiality
 - Disabilities and Accommodations Assistance
 - Title IX
 - Library
 - Counseling services



Course Syllabus and General College Information KC POLICY # AC 212

RESOURCES/REFERENCES:

Related KHN Policy: N/A

Maintained by: Office of the Academic Dean(s)

HISTORY OF REVISION:

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