# Syllabus Template[[1]](#footnote-1)

**College Logo**

**Department/Academic Unit**

**Course Prefix, Section Number, and Title[[2]](#footnote-2)**

**Term/Year**

**Total Units of Course Credit2**

**Course Pre-Requisite(s) 2, Co-Requisite(s) 2, Co-Convened2, and/or Cross-Listed2 Courses**

**Mode of Instruction** *Identifies whether the class is face-to-face, online, blended, etc.*

**Instructor’s Name**

**Instructor’s Contact Information** *Office phone; e-mail; Skype address, etc.*

**Instructor’s Availability** *Include, for example, office hours and location, online availability, when the instructor may be reached by phone, the instructor’s email policy, etc.*

**Course Purpose.2,[[3]](#footnote-3)** *Identifies the educational programs served by the course (such as degree program(s), General Studies Program\*, Inclusive Perspective Requirements, Global Learning Initiative, etc.) and provides a well-articulated rationale describing how this course addresses those programs; describes the course scope and summarizes what students will learn with enough specificity to differentiate this course from all other courses.*

*\*If you are submitting a course for the General Studies Program, be sure to include a statement in the Course Purpose that explains how the course fulfills the General Studies requirement for: The Knowledge Area and Inclusive Perspective (if applicable). Link to the general studies program for assistance with creating the statement:* [*https://in.nau.edu/curriculum-and-assessment/general-studies-program/*](https://in.nau.edu/curriculum-and-assessment/general-studies-program/)

**Course Student Learning Outcomes**.**2,3** *Defines the scope (breadth and depth) of what students will have learned, practiced, or be able to demonstrate upon completion of the course.*

**Assignments/Assessments of Course Student Learning Outcomes**.*Articulates key assignments/assessments that will be used to provide clear indications of student achievement of course Student Learning Outcomes, and provides a summary of the purpose and description of the assignments/assessments.*

**Grading System**.*Includes such elements as how points or percentages will be allocated to each assignment/ assessment, points or percentages necessary to achieve each letter grade, etc.*

**Readings and Materials**.*Lists books, readings, musical manuscripts, or recordings, access to software requirements, and other such materials required for the course.*

**Class Outline or Tentative Schedule**. *Includes expectations regarding the class schedule; when assignments, readings, materials, etc. need to be completed; and expectations about completing work, lab, or field trip requirements across the term within which the section is taught.*

**Class Policies**. *Identifies and describes all class-specific policies, including expected classroom behavior, attendance (including excused absences related to religious observances/practices or university sanctioned events/activities), the makeup of missed assessments, etc. The instructor may also wish to include in their syllabus the following optional statement: “The information contained in this syllabus, other than this course’s grade and attendance policies, may be subject to change with reasonable advance notice.”*

**Syllabus Policy Statements**. *All syllabi for 100 and 200 level courses must include the* Syllabus Policy Statements *verbatim in their entirety. Syllabi for other courses may provide access to the statements by including the following URL:*

<https://nau.edu/university-policy-library/syllabus-requirements/>

1. The Syllabus of Record submitted with Curriculum Proposals will be reviewed by college committees with the linked [Review Form](https://in.nau.edu/wp-content/uploads/sites/123/2018/07/Review_Course-ek.docx). For courses seeking Liberal Studies and Diversity Designations, Review Forms can be found here: <https://in.nau.edu/curriculum-and-assessment/processes-and-review-forms/> [↑](#footnote-ref-1)
2. The approved Course Purpose Statement, Student Learning Outcomes, and Academic Catalog information must remain consistent regardless of class section, instructor, instructional delivery mode, or when the course is taught; faculty may add to these sections, but they may not subtract from them. If program faculty members determine that additional aspects of the syllabus are to remain the same each time the course is taught, that information must be clearly documented as such in the syllabus approved through the curriculum process. Additional syllabus information may be included based on the program’s or instructor’s preference. [↑](#footnote-ref-2)
3. Use the order of this syllabus template for submissions to the Academic Catalog. Otherwise, headings may be ordered as determined by the academic program or instructor. [↑](#footnote-ref-3)