**SYLLABUS REQUIREMENTS**

The purpose of the Syllabi Requirements and Template policy is to ensure program faculty collectively agree upon a course’s purpose and learning outcomes, students receive consistent communication about the course’s purpose and learning outcomes (regardless of class section, instructor, instructional delivery mode, or when the course is taught), and academic units have access to syllabi for all classes taught each term as well as syllabi passed through the curriculum approval process.

**Requirements Regarding the Syllabus**

1. All NAU courses must have a syllabus that follows the syllabus template (located on the following page).

2. A complete syllabus will be reviewed during the curriculum approval process, and as part of the Academic Program Review/ Specialized Accreditation process.

3. The approved course purpose statement, course student learning outcomes and Academic Catalog information must remain the same each time the course is taught (regardless of class section, instructor, instructional delivery mode, or when the course is taught).

4. If Program faculty members determine that additional aspects of the syllabus are to remain the same each time the course is taught (regardless of class section, instructor, instructional delivery mode, or when the course is taught), that information is clearly documented as such in the syllabus passed through the curriculum process.

Exceptions to this policy:

A. For dissertation, thesis, or individualized study courses (e.g., 485, 497, 685, 697, 699, 799), program faculty members develop the purpose and learning outcomes of the experience to the degree program, which are made broadly available to students. Faculty supervising these courses will provide each student with a written record of anticipated individualized term-specific requirements or a syllabus.

B. For topics courses, program faculty members develop a broad purpose of the course to the degree program. Faculty teaching these courses will provide each student with a syllabus containing all of the information from the syllabus template. The learning outcomes for topics courses may vary each time the course is taught (regardless of class section, instructor, instructional delivery mode, or when the course is taught).

**Maintaining Course Syllabi**

The academic unit leader or designee(s) will maintain electronic copies of the syllabus approved through the curriculum process, maintain up-to-date syllabi for all classes taught each term, and, where appropriate, written records of individualized term-specific requirements.

To guide the development of faculty members’ class syllabi, the academic unit leader or designee(s) will ensure course syllabi approved through the curriculum process are easily accessible to their faculty members (particularly faculty members who are teaching a course for the first time).

At least every four years and during the Specialized Accreditation or Academic Program Review, the academic unit leader or designee(s) will review faculty members’ class syllabi to ensure alignment with the syllabus approved through the curriculum process and determine whether the course’s purpose or learning outcomes have changed substantially to warrant re-submission through the curriculum approval process. It is recommended that topics course syllabi be reviewed each term to ensure alignment of the course’s design to the course’s purpose and learning outcomes.

**Course Syllabus**

**College Logo**

**Department/ Academic Unit**

**Course prefix, Section number and Title[[1]](#footnote-1)**

**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.

**Instructor’s Name**

**Instructor’s Contact Information** Office Phone; E-mail; Skype address, etc.

**Instructor’s Availability** Includes such elements as office address, office hours, and/or online availability, times the instructor is typically online or may be reached by phone, amount of time within which the instructor will respond to e-mails, etc.

**Course Purpose2,[[2]](#footnote-2)** Identifies the university’s educational programs served by the course, (such as degree program(s), Liberal Studies Program, Diversity Requirements, Global Learning Initiative, etc.) and provides a well-articulated rationale describing how this course addresses those programs, describes the scope of the course, and summarizes what students will learn in a manner specific enough to differentiate this course from other courses.

**Course Student Learning Outcomes2,3** 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 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 are allocated to each assignment/ assessment, points or percentages necessary to achieve each letter grade, etc.

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

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

**Class Policies** Identifies and describes class policies, including the makeup of missed assessments, academic integrity, attendance, etc.**University Policies** Approved University Policy Statements are copied and pasted into the syllabus for 100/200 level courses. All other courses may provide them via the URL. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. The approved course purpose, course student learning outcomes and Academic Catalog information must remain the same regardless of class section, instructor, instructional delivery mode, or when the course is taught; faculty can add statements to these sections, but they cannot 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 (regardless of class section, instructor, instructional delivery mode, or when the course is taught), that information is clearly documented as such in the syllabus passed through the curriculum process. Additional syllabus information may be included based on the program’s or instructor’s preference. [↑](#footnote-ref-1)
2. Use the order of this syllabus template for submissions to the Academic Catalog. Otherwise, headings may be ordered as seen fit by the academic program or instructor. [↑](#footnote-ref-2)