

**Required components of the Fairmont State syllabus**

Students should be able to easily access each required component in the course syllabus and/or your course shell in Blackboard.

The common syllabus was approved by the Faculty Senate in the Spring, 2021.

* General Course Information
  + Course prefix, number and title
  + Course section
  + Semester offered and year
* Instructor Contact Information
  + Instructor name, phone, email
  + Instructor office location and office hours
* Course Description (include any prerequisites/corequisites)
* Textbook and Course Material
* Technology Requirements
* Course Delivery
* Course Learning Outcomes
* Assignments/Assessments
* Evaluation and Grading Scale
* Course Map OR Connecting Learning Outcomes with Assessment Measures
* Course Policies and Guidelines
  + Communication with Instructor
  + Attendance Policy
  + Assignment Expectations (e.g., make-up policy, submission requirements)
* Academic Support and Resources
* Course Outline

The Fairmont State University Board of Governors Policy 18:

*Students have the right to receive from the instructor written descriptions of content and requirements for any course in which they are enrolled (e.g., attendance expectations, special requirements, laboratory requirements including time, fieldtrips and costs, grading standards and procedures, professional standards, etc.).*

# Fairmont State University

# Course Designator and Number (example - EDUC 2201) Course prefix, number, title, and section

Semester and Year of Offering

[Note: This document is formatted for ADA accessibility and includes syllabus best practices. It is recommended that you maintain the heading structure and modify the text for your individual course.]

**Instructor Name and Title:**

**Phone:**

**E-mail:**

**Office Location:**

**Office Hours:**

**Classroom Location**:

## Description

[Enter the description from Fairmont State catalog.]

## Course Prerequisites

[Enter any prerequisites for the course. If there are none, include a statement that says “There are no prerequisites for this course.”]

## Textbook and Course Materials

[Include all required texts and course materials (e.g., lab notebooks, safety equipment, calculators) and where to find these items. Include links when applicable. Also include any required fieldtrips or class event that have an additional cost. For all books, include the ISBN number and edition. Differentiate between required and optional textbooks. Materials may be organized in a variety of ways depending on the course. Include a citation for each required reading/material and a notation that all readings/materials comply with copyright/fair use policies.]

## Technology Requirements

[Include any necessary information about technology requirements. Include specific technologies/software/programs that will be used in the course.]

## Course Delivery

[Explain the delivery of the course here including elements of how the work outside and inside the class should be balanced]

## Course Learning Outcomes

[List Course Learning Outcome (CLOs). These may be mandated by the department and/or accrediting body. All CLO’s should be measurable and generally answer the question: What should your students learn or be able to do as a result of participating successfully in your course? Identify modes of thinking and transferrable skills when possible.]

**Assessments/Assignments**

[Include all graded course assignments, exams, homework, projects, etc. Describe each graded component in enough detail that students reading will have a general understanding of the amount of and type of work required. If you assess student on class participation, include clear criterion on how student participation will be assessed. Sample assignment information and descriptions are below.]

**Course Map/Connecting Learning Outcomes and Assessments**

[List each of your course assessments. ***Indicate how each assignment aligns with the learning outcomes.*** Example assessments include quizzes, exams, homework, projects, lab reports, presentations, and work accomplished by a group of students. See map item descriptions below]

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| **Course Learning Outcomes** | **Assessments/**  **Assignments** |
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### Evaluation and Grading Scale

[Clearly specify how a final letter grade will be determined. This should include a breakdown of all graded assessments, and a grading scale. Grading policy should also specify how students will have access to their grades throughout the semester, and how they can review their work (including final exam). Evaluation rubrics should be made available on Blackboard.]

## Course Policies and Guidelines

[Include any course or university policies that students need to be aware of. This is where you set expectations for student behavior as learners and as people. It is strongly suggested to include policies regarding academic integrity and late submission. Other policies may include student conduct, incomplete grades, withdrawal without penalty, confidentiality, or course communication. Sample policy categories and language are below.]

## Academic Support and Resources

[Include resources available through the university that promote student success, such as student disability resources, academic support, and student services, you can include content and/or provide links to the information on the Fairmont State website]

## Course Outline

[The format of this section will vary based on the design of your course and the semester, but our guidance is to aim for a clear and concise table that maps out all of the assignment assessments and deadlines and gives students a sense of the course’s organization.]

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| --- | --- | --- |
| **Course Dates** | **Topic** | **Deliverable/Due Date** |
| Fill in your course dates; check the [academic calendar](https://fairmontstate.libcal.com/). | Write in proposed topics to be covered in your course with the corresponding date. Consider indicating which course learning outcome aligns with the given topic. | Let students know what is due or how to prepare for the course session. |
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