<div align="center">

NORFOLK STATE UNIVERSITY
Office of Academic Affairs
Course Syllabus Format

</div>

As the primary summary of a course, the syllabus serves several purposes. It outlines the course, denotes what graduate and undergraduate students may expect from the course (e.g., rationale, goals, objectives, and measurable learning outcomes), and locates the course in the curriculum. It is the best and most concise description of the course for those who teach it. The course description is read by students as well as faculty, colleagues, accreditation agencies, and other interested audiences.

SEMESTER AND YEAR
COURSE NUMBER, TITLE, CREDIT HOURS
CLASS MEETINGS (days, hours, building and room)
INSTRUCTOR NAME, TITLE, DEPARTMENT, AND OFFICE HOURS
INSTRUCTOR CONTACT INFORMATION
Office location (building and room number), office telephone number, e-mail address, department telephone number and location

COURSE DESCRIPTION, PREREQUISITES, CO-REQUISITES
Provide an overview of the course, a description of the type of student who is expected to take the course, and a statement of student responsibility for achieving learning outcomes (i.e., student engagement in the course). The description must be consistent with the description that was approved by the University Curriculum Committee and published in the University Catalog.

COURSE RATIONALE
The course rationale communicates to students and faculty the location of the course in the curriculum.
- Provide a rationale for <u>general education courses</u>. Identify general education outcomes[1] addressed by the course as well as the level at which the outcomes are addressed (introduction, emphasis, reinforcement, and/or application).
- Provide a rationale for <u>required program core courses</u>. Identify related program outcomes as well as the level at which the outcomes are addressed (introduction, emphasis, reinforcement, and/or application). If applicable, identify professional training standards, certification standards, accreditation guidelines, licensure requirements, and/or basis for the requirement.
- Provide a rationale for <u>elective courses</u>. Identify basis for offering the course as an elective.

COURSE GOALS *AND* MEASURABLE INTENDED STUDENT <u>LEARNING OUTCOMES</u> (INTENDED COURSE OUTCOMES)
Specify the goals and learning outcomes for the course. Outcomes should be expressed as the specific knowledge, understanding, skills, and attitudes students will be able to demonstrate upon successful completion of the course.
- The major goals to be achieved by students taking this course are ….
- By the end of the course, students will:
  - Know / Understand . . . .
  - Be able to do/perform/demonstrate …, and
  - Value ….

COURSE MATERIALS / REQUIRED TEXT(S) / SUPPLEMENTARY READINGS
List required and supplementary textbooks and other learning resources such as reading lists, bibliographic information and style guide (e.g., APA, MLA), reference materials, databases, collections, software, etc. Where no text is required, a list of required readings or other appropriate course materials must be provided.

PRIMARY METHOD(S) OF INSTRUCTION / METHODS TO ENGAGE STUDENTS
Indicate instructional methods employed in the course designed to engage students in achieving learning outcomes. For example, methods may include lecture, demonstration, class discussion, group discussion, drill, lab, simulation, fieldwork, community service, etc.

COURSE OUTLINE / CALENDAR (Expectations for Student Engagement in the Course)
Provide an outline with dates specifying the schedule of class meetings, topics or modules covered, quizzes, deadlines for assignments and projects, examination dates, holidays, etc. An optional component is to include a statement such as the following at the end of the outline: *The schedule is subject to change at the discretion of the instructor or depending upon the progress of the class.*

RELATED UNIVERSITY-WIDE AND COURSE-SPECIFIC REQUIREMENTS
Identify and describe any of the following competencies, as appropriate, that will be required or assessed in the course.
- **Writing**
- **Information Technology Literacy**
- **Quantitative Reasoning**
- **Scientific Reasoning**
- **Oral Communication**
- **Critical Thinking**
- **Other Competencies or Requirements** such as portfolios, labs, community service, civic engagement, co-curricular requirements (e.g., museum visits, concerts, conferences, research forums, etc.).

---

[1] General Education Outcomes, 2007-2008 NSU Catalog, pp. 37-38.

EVALUATION / ASSESSMENT METHODS
Specify methods that will be used to evaluate achievement of learning objectives and outcomes. For example, specify the quizzes, exams, standardized tests, performances, reflective journals, essays, research papers, projects, oral examinations, art work, etc., that will be required. Methods should be described in sufficient detail so students know what is expected.

GRADING STANDARDS / EVALUATION CRITERIA
Provide information regarding how grades will be determined. Identify the components that will be included in determining the grade, identify how each component will be weighted in the computation of the final grade, and specify the grading scale (e.g., A+ = 97% - 100%, A = 93% - 96%, A- = 90% - 92%, etc.). Consult the current University Catalog to ensure consistency with published academic policies. Optional statement: *The instructor reserves the right to revise the grading criteria as appropriate and will make reasonable attempts to notify students.*

> Specify:
> - o whether extra credit options will be allowed and under what conditions
> - o how absence and tardiness will affect the grade
> - o whether active class participation will be included in the grade
> - o whether late assignments will be accepted and whether a penalty will be applied
> - o whether make-up examinations/assignments will be permitted, under what circumstances, and the time limit
> - o whether an incomplete grade will be permitted and under what conditions including
>   - ▪ a time limit no later than mid-term of the next semester and an agreement regarding the remaining work to be completed,
>   - ▪ a significant portion of the course requirements must be completed with satisfactory performance (i.e., passing) in order to be considered for an incomplete grade, and
>   - ▪ students cannot retake the course in order to remove the incomplete.

ACADEMIC INTEGRITY STANDARDS
Describe expectations regarding student conduct such as:
- Attendance (define attendance, especially for online/web-based courses)
- Tardiness
- Class participation
- Honesty, honor code, and violations of integrity such as plagiarism
- Student class conduct (e.g., use of cell phones and electronic devices, etc.)
- NSU e-mail policy

Consult the University Catalog to ensure consistency with published academic policies. Consult the *NSU Faculty Manual* as well as the *Student Handbook* on matters regarding student conduct such as attendance, illness, off-campus trips, and grade appeals, etc.

BLACKBOARD INSTRUCTIONS
If using Blackboard, provide log-in and navigation instructions.

AMERICANS WITH DISABILITIES ACT (ADA) STATEMENT
In accordance with Section 504 of the 1973 Rehabilitation Act and the Americans with Disabilities Act (ADA) of 1990, if you have a disability or think you have a disability, contact Supporting Students through Disability Services (SSDS) for information regarding programs and services to enhance student success.
> **Location:** 2nd Floor/Lyman B. Brooks Library, Room 240
> **Contact Person:** Marian E. Shepherd, Disability Services Coordinator
> **Telephone:** 757-823-2014

UNIVERSITY ASSESSMENT STATEMENT
As part of NSU's commitment to provide the environment and resources needed for success, students may be required to participate in a number of university-wide assessment activities. The activities may include tests, surveys, focus groups and interviews, and portfolio reviews. The primary purpose of the assessment activities is to determine the extent to which the university's programs and services maintain a high level of quality and meet the needs of students. Students will not be identified in the analysis of results. Unless indicated otherwise by the instructor, results from University assessment activities will not be computed in student grades.

ACADEMIC SUPPORT SERVICES (OPTIONAL)
Provide information regarding the relevant NSU academic support services (e.g., First Year Experience/ACCESS, departmental or school advising and tutoring services, student groups or clubs for majors, etc.). Publications providing this information, such as the University Catalog, may be referenced.

SUCCESS TIPS (OPTIONAL)
Provide tips on how to succeed in this course. For example, provide suggestions such as planning and self-management skills, identify common misconceptions or mistakes, strategies for study, tips regarding successful completion of assignments, additional online resources, etc.