# INSTITUTIONAL COURSE SYLLABUS TEMPLATE

|  |  |
| --- | --- |
| Course Code: | Course Title:  |
| Course Instructor: | Email:  |
| Credit Hours: | Course Location:  |
| Scheduled Office Hours:  |  |
| Office Location:  |  |
| Co-Requisite: | Pre-Requisite: |
| On Campus or Online  |  |

**Mission Statement**

<INSERT MISSION OF PSU or PROGRAM depending upon the courses offered> Please note that courses taught to multiple programs outside of the respective College should list PSU’s mission statement

**I. Course Description:** (A brief summary of the course containing up to 5-8 sentences; Highlight the targeted course learning outcomes. Consider department missions, objectives, and general expected graduate outcomes. Also, consider the international accreditation agency requirements for this specific course).

**II. Course Learning Outcomes:** (A summary of intended learning outcomes of the course in each domain of learning). On the successful completion of this course, students will be able to demonstrate the following:

|  |  |
| --- | --- |
| **Skills** | **Course Learning Outcomes** |
| **Knowledge & Understanding** |  |
| **Skills** |  |
| **Values**  |  |

**III.** **Tentative Weekly Course Schedule: (Should mention the specific course topics to be covered within the semester) *May change to accommodate guest presenters & student needs***.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **WEEK** | **UNIT/ TOPIC** | **CLO(s) alignment** | **STUDENT TASKS (assignments, readings, exams, quizzes, presentations, etc…)** | **Number of Contact hours** |
| 1 |  |  |  |  |
| 2 |  |  |  |  |
| 3 |  |  |  |  |
| 4 |  |  |  |  |
| 5 |  |  |  |  |
| 6 |  |  |  |  |
| 7 |  |  |  |  |
| 8 |  |  |  |  |
| 9 |  |  |  |  |
| 10 |  |  |  |  |
| 11 |  |  |  |  |
| 12 |  |  |  |  |
| 13 |  |  |  |  |
| 14 |  |  |  |  |
| 15 |  |  |  |  |
| 16 |  |  |  |  |

### IV. Student Assessment & Teaching Strategies:

### Assessment Task (Indicate the kind of assessment tasks to be used to measure student learning in each of the learning domains. Example: quiz, oral examination, group work, etc.).

###  Teaching Strategies: (Please indicate the teaching and student activities to be used to develop the kinds of learning involved in each learning domain. Also, research specialized Information about Best Teaching Practices for the particular course/field).

|  |  |  |
| --- | --- | --- |
|  **Domain** |  **Assessment Task** | **Teaching Strategy** |
| **Knowledge**  |  |  |
| **Skills** |  |  |
| **Values**  |  |  |

**V. Course Requirements** [Whatever tasks and assignments you include in your course should be aligned with the specified learning outcomes (final learning, skills, knowledge, attitudes, and values the students leave the course with) you have defined and specified earlier.

These requirements should be consistent with the Course Specification on file in the particular department.]

 **VI. Schedule of Assessment** (Specify the schedule/date of assessment & proportion of assessment, attach related rubrics for each assessment if applicable. For examples of rubrics, visit www.irubrics.com . The schedule should be consistent with the academic calendar. Any significant changes should be avoided. If significant changes are made, academic leaders should be informed in writing, and students should be given a new schedule of assessment table).

|  |  |  |  |
| --- | --- | --- | --- |
| **Assessment**  | **Assessment Task** | **Week Due** | **Proportion of Final Assessment** |
| 1 |  |  |  |
| 2 |  |  |  |
| 3 |  |  |  |
| 4 |  |  |  |

### VII. Learning Resources

### A. References - required text, essential references, recommended books, electronic materials, web sites, and other learning materials. Please indicate proper bibliographic entry).

**B. Facilities Required** – (online – laptop/internet, lecture room, computing resources, laboratories, others)

1. **EDU-HUB Platform –** The platform will be used for all online education experiences at PSU. It supports a variety of methods to support the teaching and learning strategies across all disciplines. It also includes the LMS.
2. **Writing and Tutoring Center –** Students are highly advised to use the Writing and Tutoring Center’s academic services by booking tutoring/writing appointments through the **booking system:**  (<https://psu.mywconline.net/>)

**VIII. Classroom Policies**

1. **Academic Integrity Policy (e.g., plagiarism or dishonesty)**

“Plagiarism can be defined as unintentionally or deliberately using another person’s writing or ideas as though they are one’s own. Plagiarism includes, but is not limited to, copying another individual’s work and taking credit for it, paraphrasing information from a source without proper documentation, and mixing one’s own words with those of another author without attribution. In addition, buying a paper or project, or downloading a paper from the Internet, and submitting them as your own is also plagiarism. The penalty for academic dishonesty will bring course expulsion and failure, or even suspension” (Academic Integrity and Syllabus Acknowledgement Form).

All students are expected to submit their ‘own’ work and not the work of others.

1. **Attendance Policy**

Please, adhere to the following guidelines:

1. The University attendance policy will be strictly followed. In this course, the absence of **(insert number here based on the number of credit hours)** hours results in a Denied Notice (DN). (Refer to the student regulation handbook for further details.)

**Please Note: IT IS THE SOLE RESPONSIBILITY OF THE STUDENT TO KEEP SATISFYING their level of attendance. Otherwise, a “DN” grade will be granted automatically during any time in the semester without any notice from the e-register system.**

1. No make-up exams will be allowed except for university accepted documents. (Refer to the student regulation handbook for further details.)
2. **Homework Submission Policy *(****policy depends upon the course or the instructor****)***

**IX.** **My Assumptions (Optional)**

This is a section where the instructor can communicate his or her personal assumptions and/or biases regarding the course content to set it off from other similar courses and other instructors. Does the instructor have a unique operational definition for some of the core course concepts? What principles and/or beliefs about either the content or how to effectively learn the content held by the instructor would it be helpful for the students to know upfront?