

POLICY & PROCEDURES MEMORANDUM

TITLE:	MASTER SYLLABUS
EFFECTIVE DATE:	December 7, 2004* <i>(*Procedural Update 11/20/17; Title Updates 1/6/15; 6/8/12; 1/30/08)</i>
CANCELLATION:	AA-1503.1 (6/20/95)
CATEGORY:	Academic (AA)

POLICY STATEMENT

It is the policy of Delgado Community College to have and maintain an up-to-date master syllabus for each credit course currently taught at the College. Master syllabi are developed and managed in accordance with Louisiana Community and Technical College System [Policy 1.034, Participatory Curriculum Development](#), as well as the guidelines and procedures outlined in this memorandum.

PROCEDURES & SPECIFIC INFORMATION

1. **Purpose**

To publish policy and procedures for the development and management of the master syllabus for each course carrying credit hours offered by Delgado Community College.

2. **Scope and Applicability**

This policy and procedures memorandum applies to all faculty and academic units of the College.

3. **Responsibilities**

Under the authority of the Board of Supervisors for the Louisiana Community and Technical College System and with the leadership of the Vice Chancellor for Academic Affairs, Division Deans, and the Curriculum Committee of the College, the faculty develops, maintains, and uses the appropriate master syllabus for teaching credit courses.

4. **Components**

A syllabus is an approved plan for the content, instruction, assessment, and management of credit courses. A master syllabus is the approved syllabus for a course which must be used for all sections of the course, wherever offered and regardless of campus or delivery system. The master syllabus is the basis of all course syllabi. (See Attachment A, [*Master Syllabus and Course Syllabi: Guidelines and Formats.*](#))

In developing the course syllabus--which the faculty member must give to students at the start of each semester--the faculty member must include the major components of the course as outlined in the master syllabus. Faculty members are encouraged to enhance and individualize their course syllabus. Faculty members are encouraged to include policies and procedures regarding attendance, discipline, etc., in their course syllabi. Each instructor's course syllabus must be submitted to the academic unit supervisor every semester for review at least once each academic year.

5. **Development of Master Syllabi**

A master syllabus is developed by the faculty member(s) responsible for a particular course. After approval by the appropriate Division Dean(s), the syllabus is presented to the College Curriculum Committee for review. Sufficient justification should be provided to plan for the new course and for faculty/administration evaluation of the new course. The Committee can (1) recommend approval; (2) recommend approval with amendments; or (3) reject the proposal with or without recommendations. The Committee makes its recommendations to the Vice Chancellor for Academic Affairs who gives final approval.

6. **Management of Master Syllabi**

Full-time faculty members are expected to participate and contribute to the development of master course syllabi in their discipline. If major changes in a syllabus are necessary, the syllabus must be treated as a new course syllabus and must go through the curriculum review process. The Vice Chancellor for Academic Affairs makes the final decision to accept a master course syllabus. Once the master syllabus is approved, it is entered into the official master syllabus file. The official master syllabus file, which is maintained by the Executive Director of Curriculum and Program Development, contains the official documents used for inter- and intra-institutional communication about course content. At least once every five (5) years faculty and academic administrators must review a master syllabus.

7. **Academic Freedom**

In accordance with the College's Policy on [Academic Freedom](#), the guidelines and procedures outlined in this memorandum will not be used to interfere with the academic freedom of instructors to add to and enhance their courses in content, teaching style, delivery, use of technology, or independent assessment of learning. The faculty is encouraged to be creative and innovative in setting high standards for courses.

8. **Cancellation**

This policy and procedures memorandum cancels AA-1503.1, "Master Syllabus," dated June 20, 1995.

Attachment:

Attachment A – [Master Syllabus and Course Syllabi: Guidelines and Formats](#)

- [Master Syllabus Format](#)

- [Course Syllabus Format](#)

Policy Reference:

Principles of Accreditation, Southern Association of Colleges and Schools, Commission on Colleges

Louisiana Community and Technical College System, [Policy 1.034 Participatory Curriculum Development](#)

Review Process:

Curriculum Committee 10/22/04

Academic Affairs Council 10/28/04

College Council 12/7/04

Title Update Approval – Vice Chancellor for Learning and Student Development 1/30/08

Title Update Approval – Vice Chancellor for Academic Affairs 6/8/12

Title Update Approval – Vice Chancellor for Academic Affairs 1/6/15

Procedural Update Approval – Vice Chancellor for Academic Affairs 11/20/17

Distribution:

Distributed Electronically Via the College's Website



MASTER SYLLABUS AND COURSE SYLLABI: Guidelines and Formats

Attached is the format to be used in developing the Master Syllabus and the suggested model for Course Syllabi.

Definitions

Master Syllabus: This syllabus contains the approved student learning outcomes, content, and assessment standards for a credit course at Delgado Community College, no matter when or where it is taught, who teaches it, and regardless of the delivery system. There is only one [Master Syllabus](#) for each course taught at the College. Each course must have a Master Syllabus on file in the Office of Curriculum and Program Development.

Course Syllabus: A syllabus developed by an individual instructor based on the Master Syllabus. It is revised each semester, provided to the faculty member's supervisor, and given to all students, preferably on the first day of classes. The [Course Syllabus](#) provides each instructor the opportunity to individualize an approved course and to respond to the specific needs of the students and the circumstances of the class.

Scope

All courses have one Master Syllabus agreed to by the faculty who teach those courses. If possible, all Master Syllabi should be put in a common form using Microsoft Word, and both a hard copy and an electronic copy be submitted to the Office of Curriculum and Program Development. Master Syllabi for all courses must be filed in the Curriculum and Program Development Office. The normal administrative procedures are:

- Faculty members/lead instructors/department heads on all campuses agree on a Master Syllabus that follows the format and guidelines provided.
 - For divisions with many adjunct faculty or that have multiple courses building upon one another, instructors may decide to design a more detailed "model" syllabus from the master, which all faculty of a given course could use.
- The Master Syllabus is submitted to all Deans of divisions where the course is taught.
- The Master Syllabus is submitted to the Curriculum and Program Development Office.



Master Syllabus Format

This is the required [Master Syllabus](#) format for all Delgado Community College credit courses:

MASTER SYLLABUS COURSE PREFIX, NUMBER, AND NAME

COURSE LECTURE-LAB-CREDIT and/ CONTACT HOURS:

COURSE MAXIMUM ENROLLMENT:

SPECIAL FACILITY OR EQUIPMENT NEEDS/SAFETY RULES AND ISSUES:

COURSE TITLE:

COURSE PREFIX AND NUMBER:

COURSE DESCRIPTION: The description should be no more than five typed lines in length appropriate for the *College Catalog*. Each course description should begin with something other than a verb. The first portion is a half-sentence, followed by complete sentences. The sentences of the description should group similar concepts together.

PRE- AND/OR CO-REQUISITES: Specifies the appropriate pre-requisite and/or co-requisite courses based on skill and experience levels required for the course.

COURSE GOAL: The goal should be a general statement of what the course is intended to accomplish, including the particular program outcomes or General Education competencies/ characteristics the course is designed to develop. The goal should answer the question, "What does the course do for the student?"

STUDENT LEARNING OUTCOMES: Learning outcomes state what students will be able to **do** as a result of learning in the course. **Use measurable or observable terms to define 1-5 overarching learning outcomes.** They should begin with active verbs, such as those used in Bloom's Taxonomy, and should suggest an assessment of some kind. Each outcome statement should complete the sentence, "Upon successful completion of this course, the learner will be able to: (list, using bullets, each outcome)."

COURSE CONTENT: This is an outline or a narrative description and explanation of the major topics, concepts, or themes of study that students will learn about in the course. Content must include a week-by-week description of topics and/or learning activities, or must list major units of study for the semester. New courses must list content by weekly outline. Any revisions of the major topics of the course content must be brought before the Curriculum Committee.

TEXTS AND READINGS: The text(s) and/or reading(s) agreed upon by all concerned faculty should be listed in an appropriate format giving the title, author, edition and year of publication. If applicable, additional recommended readings, websites and/or software materials should be listed. Updates of the agreed-upon text(s) and/or reading(s) need only be revised with Division Dean's approval.

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ASSESSMENT: This section should explain the ways students will demonstrate achievement of learning outcomes as well as the quality standards expected by the discipline. Types of assessment should be consistent with the language used to define learning outcomes and produce reliable measurements of student learning. The Master Syllabus does not include a grading scale, weighted percentages, or definitions of evaluation activities. A standard statement is provided for use: A variety of learning-centered assessment activities will be used to measure and evaluate student performance. These will include, but are not limited to, the following: class presentations, reflective portfolio assignments, papers, tests, quizzes, homework assignments, in-class activities, peer evaluation, problem-solving activities, and collaborative projects.

Although not required for the Master Syllabus, each individual instructor's Course Syllabus **MUST** specify exact expectations of students, including rubrics that explain what different levels of performance look like and how grades are assigned to them.

DISABILITY STATEMENT: It is the general policy of Delgado Community College to provide an equal opportunity for academic success to all students. Reasonable accommodations for a student with a disability will be made provided the student has self-identified with the Office of Disability Services and has provided the required documentation. Instructors will appropriately modify their methods of instruction, course and examination requirements and general procedures to accommodate the special needs of the student provided the academic integrity of the course or examination is not violated and the accommodation does not jeopardize the health and welfare of all students. Accommodations will not be made without the letter of accommodation from the Office of Disability Services. {[Contact Information](#) is included on Course Syllabus and is not listed on the Master Syllabus. The Master Syllabus statement ends prior to bracketed sentence.}

ACADEMIC HONESTY STATEMENT: Delgado Community College requires that students adhere to the highest standards of academic integrity. Students are entrusted to be honest in every phase of their academic life and to present as their own work only that which is genuinely theirs. Cheating, plagiarism, violation of test conditions, complicity in dishonest behavior, or other falsification of academic work is a serious breach of College standards.

Plagiarism is defined as any attempt to represent the work of another as one's own original work. More specifically, plagiarism is the direct appropriation of the language, thoughts, or ideas of another--either literally or in paraphrase--without appropriate notation on the source and in such fashion as to imply that the work is one's own original work.

Depending upon the nature of the case, a student guilty of academic dishonesty may receive penalties ranging from a grade of "F" for the work submitted to expulsion from the College. Such penalties may be of both an academic and disciplinary nature. Please see the *College Catalog* for additional information.

Title IX Statement: Delgado Community College is committed to creating and maintaining an environment in which sexual violence against men and women is not tolerated. Intervening in such instances helps to foster a safe environment for all, while sending a message that this kind of behavior will not be tolerated and is unacceptable in our community. As part of its commitment to providing an educational environment free from discrimination, Delgado Community College complies with Title IX of the Education Amendments, which prohibits discrimination and harassment based upon sex in an institution's education programs and activities. Title IX prohibits sexual harassment, including sexual violence, of students at Delgado Community College sponsored activities and programs whether occurring on-campus or off-campus. {[Contact Information](#) included on Course Syllabus and is not listed on the Master Syllabus. The Master Syllabus statement ends prior to bracketed sentence.}



Course Syllabus Format

This is a suggested format for [Course Syllabus](#), which instructors must present to division deans and give to students at the beginning of every semester for each course. *The individual course syllabus with regard to description, content, etc., can elaborate on the master syllabus, but must contain all major components described in the master syllabus for that course.*

COURSE PREFIX, NUMBER AND COURSE NAME

Instructor: Course Section(s):

Office (place): Meeting Place(s):

Office Hours:

Safety Issues & Rules:

Course Name (from Master Syllabus and Catalog)

Course Prefix and Number: (from Master Syllabus and Catalog)

Course Lecture-Lab-Credit and/ Contact Hours: (from Master Syllabus and Catalog)

Course Description: Must include information from Master Syllabus, but may be more detailed.

Pre- and/or Co-requisites: (from Master Syllabus and Catalog)

Instructors may include a brief statement describing what is expected that students already know or are able to do coming into the course.

Course Goal: General statement of the purpose of the course; may indicate how consistent the course is with the College Mission and the needs of Delgado students; if appropriate, indicates program goals met by the course and the types of General Education Competencies/Characteristics developed as a result of learning in the course. (Use goal information from the Master Syllabus).

Student Learning Outcomes: These are the overarching course outcomes in the format, "Upon successful completion of this course, the learner will be able to" and are copied from the Master Syllabus for the course. The instructor may also add outcomes in oral communication, writing, critical thinking, and problem-solving skills.

Course Content and Unit or Topic Outcomes: This section provides students with a weekly or daily schedule of classes. It lists the assignments and learning activities for each Unit or Topic of the course, including specific outcomes expected from learning in each area and exams or assessments of learning in each area. These specific outcomes may be an elaboration of course level SLOs listed on the Master Syllabus, providing greater detail at the Unit or Topic level. The following sample format may be used for this section:

Date or Week #	Unit/Topic and Learning outcome. "As a result of learning in this section of the course, you will be able to..."	Learning Activities and Assignments	Learning Assessment, Tests or Exams
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Texts, Readings and Other Educational Resources: Required texts for purchase, supplementary texts, library readings, websites, audio-visual/computer materials, supplies or special equipment, and educational resources (e.g., availability of tutoring, learning resource centers, and computer labs).

Assessment: Explain how student learning will be monitored and measured. Specify expectations of students. Include assessment objectives (student knowledge, skills, attitude, and behavior); specify outcomes criteria and include grading rubrics to clarify expectations and levels of quality. Explain the grading rationale.

Teaching/Learning Methods: Instructors may choose to inform students of the basic structure of the course, i.e. lecture, PowerPoint, group discussion, collaborative learning, one-on-one coaching, etc.

Disability Statement: It is the general policy of Delgado Community College to provide an equal opportunity for academic success to all students. Reasonable accommodations for a student with a disability will be made provided the student has self-identified with the Office of Disability Services and has provided the required documentation. Instructors will appropriately modify their methods of instruction, course and examination requirements and general procedures to accommodate the special needs of the student provided the academic integrity of the course or examination is not violated and the accommodation does not jeopardize the health and welfare of all students. Accommodations will not be made without the letter of accommodation from the Office of Disability Services. {[Contact Information](#) unique to campus/site, and updated each semester is included here.}

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College and Classroom Policies: Instructors are encouraged to include policies and procedures regarding attendance, discipline, make-up exams, etc., in their individual course syllabi.

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