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.

AA-1503.1A Master Syllabus and Course Syllabi Guidelines and Format Approved: Curriculum Committee 9/29/17, Vice Chancellor for Academic Affairs 11/20/17
MASTER SYLLABUS

CURRENT (APPROVED) 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: Describes the type and level of course, including typical method of
delivery. 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.

Include a brief statement about how this course contributes to the College mission for student learning
and/or how it contributes to developing certain General Education competencies in the student.

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.

Pre-requisite(s): ____________________________________________
Co-requisite(s): ____________________________________________

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,
"As a result of learning in this course, the student will be able to...."

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 should list content by weekly outline. Any revisions of the major topics of the
course content must be brought before the Curriculum Committee.

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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.

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. For example, the statement for Assessment on Master Syllabi might read, “Student learning in this course will be monitored and measured using a variety of approved methods including but not limited to writing assignments, research projects, collaborative projects, presentations, portfolios, case studies, demonstrations and problem-solving activities.”

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 included on Course Syllabus.}

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 his 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.}

AA-1503.1A Master Syllabus Format Approved:
Curriculum Committee 9/29/17, Vice Chancellor for Academic Affairs 11/20/17
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 (complete): __________________________________________**

**Course Prefix and Number:** __________________________________________

**Course Lecture-Lab-Credit and/ Contact Hours:** __-__/-

**Course Description:** Includes catalog description but may be more detailed.

**Pre- and/or Co-requisites:** __________________________________________

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.

**Student Learning Outcomes:** These are the overarching course outcomes in the format, "As a result of learning in this course, you will be able to . . ." 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:

<table>
<thead>
<tr>
<th>Date or Week #</th>
<th>Unit/Topic and Learning outcome, “As a result of learning in this section of the course, you will be able to…”</th>
<th>Learning Activities and Assignments</th>
<th>Learning Assessment, Tests or Exams</th>
</tr>
</thead>
</table>

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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.

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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.

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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