Syllabus / Course Outline Template

This template has been made in keeping with the HEC and FCCU policies and incorporates the options for online instruction. This will help you in [organizing your course plan](#)/ outline.

Instructions:

Pl download this template as a Word doc or copy-paste it into your google drive for your use. This CLT brief offers you the framework to PLAN your course and ensures that you demonstrate the following structure for writing your course. Your written course may keep the same structure or you may develop a word document with the same headings and subheads.

NOTE: *This is a master copy and can be edited only by CLT. A link to this Word doc is also posted on the top bar of your Moodle account*

NOTE*: Ensure that your syllabus/course outline provides evidence of **CREDIT HOURS** as described below:*

For theory/lecture courses:
One credit Hour= 50 min / one hour of classroom or direct faculty instruction & a minimum of two hours of out-of-class student work each week of the semester.
A credit hour teaching a theory course for 50 minutes each week throughout the semester - 45 hours over the semester

For labs, internships, and other such courses:
For the theory part we follow the above definition but for laboratory or practical work/project requires lab
One Credit Hour= a minimum of two hours per week throughout the semester and one hour per week of out-of-class work, for a total of three hours

For Internship and Senior Theses *(498 & 499) as well as any other credit-bearing activities:*
One Credit Hour = 45 hours over the semester
In principle, there should be significant interaction between faculty and students for any credit-bearing course, including 498 and 499. these courses are required to have all of the elements of any university credit-bearing course:
i. Syllabus
ii. Student learning outcomes (SLOs)
iii. Assessment of SLOs, including reflection on how the student's academic learning was applied in the experience
iv. Taught by a faculty member in the department as a course

NOTE: ***Delivery of 498 and 499 need to reflect best practices****:*
i. Orientation to the course, including appropriate workplace behavior and ethical standards;
ii. Regular interaction with a faculty supervisor who helps the student reflect on her/his learning;
iii. Written reflection by the student on how the experience in 498 or 499 intersects with what the student has been learning in departmental courses; and,
iv. Credit for the achievement of the SLOs, not just for an activity log.

Course Name:

Course Code:	Course Type (elective, major)	Course Credits:
Class Timings:	**Section:**	**Student Meeting Hours/ Office Hours** *(clarify the purpose and efficacy of these timings)*

Instructor Name:

A Note from the Instructor:
- Include a note about your course's modality (blended learning or online) so they are aware of what is expected
- Ensure to explain the purpose of office hours and their significance
- You can also include a brief bio/background/introduction and/or information on your teaching philosophy (e.g. why you are teaching, why are you teaching this course, how you define successful learning, what students can expect from you and from this course, etc.)

Instructor Contact Details
Email:
[Optional] Mobile (only if you are comfortable with this)
Other:
Office Hours (face-to-face and/ or online):
Guidelines for contacting the instructor:

TA Name and Contact Details (if applicable):
Name: Email:
Other: Office Hours:
Guidelines for contacting TA/s:

Course Description: ([Course Trailer](#))
Pre-requisites if any:
Mode of Instruction (Asynchronous/Synchronous):
[If applicable] Mode of peer-to-peer Contact Among Students:

Main Mode of Instruction: *(f2f, blended, online)*
Technology Requirements *(What do students need to know or do, in order to engage with your course activities? i.e Moodle, Zoom, MS Teams, etc.)*
Technology Etiquettes *(What do you define as appropriate or inappropriate engagement with technology in your course? For example, see [here](#).)*
Considerations for Students with Limited Internet/Technology Access, if any?

Lab Resources (if relevant):

Program Learning Outcomes (Ensure your course SLOs address the majority of program/departmental Learning Outcomes) **see example from Dr. Trimble's General Psychology (PSYC 100) course at Eastern University in yellow**

1. *Knowledge Base of Psychology: Students will demonstrate fundamental knowledge and comprehension of major concepts, theoretical perspectives, historical trends, and empirical findings to discuss how psychological principles apply to behavioral issues*
2. *Scientific Inquiry and Critical Thinking: Students will identify and apply basic skills and concepts in interpreting behavior, studying research, applying research design principles to drawing conclusions about psychological phenomena, using theory appropriately, and designing and executing research plans.*
3. *Ethical and Social Responsibility in a Diverse World: Students will describe the formal regulations that govern professional ethics in psychology and enact the values that will contribute to positive outcomes in work settings, relationships, and in building a society responsive to multicultural and global concerns.*
4. *Communication: Students will demonstrate competence in written, oral, and interpersonal communication skills within the discipline.*
5. *Professional Development: Students will apply psychology-specific content and skills, effective self-reflection, project-management skills, teamwork skills, and career preparation.*

Student Learning Outcomes (SLOs) *What will your students be able to do as a result of this course that they could not do (or do as well) before? What purpose does this course and its material serve? Are there discipline-specific objectives, larger metacognitive goals, or both*

A. *describe the diversity and scope of psychological inquiry; (1)*
B. *think critically about psychological issues and the ways that psychologists gather information and draw conclusions; (2)*
C. *write effectively using APA study and; (4)*
D. *apply psychological research to self-reflection. (5)*
Note: Since PSYC 100 is an introductory course, PLO 3 was not part of the course SLOs.

IMPORTANT: For each Student Learning Outcome (SLO), indicate the corresponding Program Learning Outcome (PLO). An example has been provided above. When planning your weekly lessons and topics, include the code (PLO letter and SLO number) to show which objectives you are addressing.

Course Content, Learning Material & Activities Schedule
(Please modify as needed)

The draft is tentative because it is not possible to anticipate exactly how much time each topic will require. Please check out the online resources and alternate options for instructional tasks as linked below.

Some important links to review:
- With sudden campus shutdowns, blended teaching automatically becomes the teaching mode. To be comfortable with this mode please review this Guide for Preparing your Blended Course to understand the process of developing and implementing a blended course. Please use this Worksheet for blended learning for clarity about your instructional tasks to include the three categories of students (in-class, simultaneously online, and asynchronous learners). This following table is more appropriate as we are using technology for many of our instructional tasks

WEEK	PLO & SLO NOTE: Please state the PLO number and the SLO number here	Topics	Assessment & Rubrics (with the due date)	Teaching-Learning Activities: Replacing Traditional Modalities With Remote Options Also see Activities for Blended Learning		
				Synchronous Simultaneously conducted Presentation / Lecture Live Video-Audio Small-Group Discussion/ Breakout Rooms In-class quiz Q&A/ Live Chat		Asynchronous Out-of-Class work (postal/ Moodle/ email) Discussion blogs WhatsApp Readings Moodle Quizzes Assignment Submission Online Content/ Recordings Lecture notes/ Annotated PPT Experiential learning
				In-Person	Online	Off-campus
1	1.A	Introduction to psychology				
2						
3						
4						
5						

6					
7					
8					
		MIDTERMS if applicable			
9					
10					
11					
12					
13					
14					
15			**CULMINATING PROJECT**		

'Out-of-class' Study Required (across all 3 categories of students -- those attending in-person, online, or asynchronously)
- Describe what students will be required to do to prepare for class and/or complete weekly homework. Include information here about "best practices" for maximizing their learning (e.g.attending study sessions, and taking good notes). Include the number of hours you expect students to study for the course
- PLease see the time calculator for credit hour calculation

Textbooks, Materials, Supplies, and other Resources
- List of required and non-required texts including title, author, ISBN #, edition, and where each text can be purchased, borrowed from, or found (e.g. Moodle course page).
- List all required materials or equipment (e.g. lab notebooks, specific calculators, safety equipment, supplies) and where to find these items.
- Include any Instructional Resources (OERs) & Relevant Technology/ AI that you want your students to use.
- Include information about any required field trips or class events that have an additional cost or that will occur outside of regular class time.
-Consider a statement indicating free or reduced-cost options that exist for obtaining course materials. Further, encourage students to speak with you if they experience logistical challenges in obtaining materials or participating in required experiences such as field trips or off-campus meetings.
- Include the digital library link at FCCU

Course Requirements:
Describe each graded component in enough detail that students will have a general understanding of the amount of and type of work required. Include information about the assignment's purpose and rubric for assessment as applicable

> **Class Participation**
> > *Insert description and rubric*
> **Assignment 1**
> > *Insert description and rubric*
> **Assignment 2**
> > *Insert description and rubric*
> **Tests & Quizzes**
> > Insert description and rubric
> **Assigned Readings**
> > Insert description and rubric

The breakup is as follows:

Class Participation	**%**
Assignments:	**%**
Online Discussion:	**%**
Quizzes:	**%**
Midterm exam:	**%**
Final term exam:	**%**
Videos/poster/reflection paper	**%**
Any Other	**%**
TOTAL	**100%**

[OPTIONAL] Missed Assignments/ Make-Ups/ Extra Credit
- Add relevant policies here, if applicable.

Attendance Policy:
-Describe your attendance policy.

AI Policy:
- Develop your course policy for AI usage for your course, as per the AI usage template provided. Modify it as needed within the parameter defined by AI Institutional guidelines

Classroom Participation:
-Describe the function of classroom participation within the course as well as your expectations for how students should participate. Explain whether participation is required and how it will be assessed.

Grade Determination & Course Assessment as per FCC Policy:
- Provide a statement of your grading approach or philosophy that explains why you grade the way you do and offers some detail about how you will assess student work.
- Indicate your policy on late work, missed exams, and regrading.

Grading Legend
Below is the grading legend of FCCU (published in all catalogs and available on the FCCU website) as approved by the Academic Council.

Grade	Point Value	Numerical Value	Meaning
A	4.00	93-100	Superior
A-	3.70	90-92	
B+	3.30	87-89	Good
B	3.00	83-86	
B-	2.70	80-82	
C+	2.30	77-79	Satisfactory
C	2.00	73-76	
C-	1.70	70-72	

D+	1.30	67-69	Passing
D	1.00	60-66	
F	0.00	59 or below	Failing

Student Conduct:(suggested language**)**

"In order to create a safe space for learning, I expect all of us (peer mentors, students and myself) to exhibit behavior that reflects Student code of conduct and FCCU core values characterized by:

Excellence   Integrity   Respect for Dignity for each human being   Service
Community   Discipline and accountability for my actions   Fairness and Justice

In addition, students in this course are expected to uphold standards outlined in the [FCCU's Academic Integrity Policy](). *Any work submitted by a student in this course for academic credit will be the student's own work. [Optional: For this course, collaboration is allowed in the following instances: list instances here.]"*

Note: It is recommended that faculty are familiar with the student code of conduct too ☺

- Consider including ground rules for appropriate classroom interactions, as well as a clear statement of expectations that classroom interactions will remain civil, respectful, and supportive.
- If any student faces any issues or has any concerns regarding the classroom climate and interactions, please feel free to contact VR office ___
[gloriacalib@fccollege.edu.pk]()

Changes to the Syllabus: (suggested language)

*"This syllabus was designed to convey course information and requirements as accurately as possible. It is important to note however that it **may** be subject to change during the course depending on the needs of the class and other situational factors. Such changes would be for your benefit and you will be notified of them as soon as possible."*

Student Support Services
　　　[Student Counseling Services](). Students can contact the [Campus Counseling Center]() at 0331-444-1518 or email
　　　　　　　[ccc@fccollege.edu.pk]().
　　　[Writing Center]()

Support Services
     [Mercy Health Center](#) for wellness support
     [Library](#)- and [Digital Library portal](#)
Other Useful FCCU Policy Documents:
     [Sexual Harassment Policy](#)
     [Anti-Corruption Policy](#)
     [Academic integrity](#): In light of AI /[ChatGPT](#) use the policy will need to be reconsidered
     [Plagiarism Policy](#) In case of AI use in the course, this policy will have to be reviewed too
     [Template: AI Course Policy/Guidelines](#): The template includes links to AI course policy statements by faculty across different institution.
                       (You may also consider this [Template for Classroom AI policy](#) by [Joe Subado](#))

     [Academic Calendar](#)

Additional Communication for students that you might add to your course outline or email as below:

1. Honor FCC Core Values:
   I expect that you will strictly follow the core values of FCCU and put your entire effort to learn as per the course requirements, attend classes, read the textbook(s)/other assigned reading material and do the assignments in the stipulated time period
2. Clarify Expectations for Teacher Response to students, for example,:
   Following the signature, in emails, you can add: *"I generally respond to emails between the hours of 9 AM and 9 PM. If I do not respond within 48 hours, feel free to send a follow-up email."*
   Or you can also include something like this in the course outline: *"This class is available 24/7 but the instructor is not. I will respond to an email Monday through Friday (until 3 pm) unless it is a holiday or extenuating circumstances intervene. During the workweek, you can expect a response within 24 hours, and I expect the same courtesy from my students*."
3. For Prior Reading of Text before the Synchronous Class, [be clear in your communication of what you expect](#) and clearly explain how to read. Helpful for flipped mode of teaching
4. Diversity, Equity, Inclusion relate to core values of FCCU. We encourage you to share your commitment to diversity, equity,and inclusion in your teaching and facilitation of the classroom community. [Click here for guidance on writing DEI statements from the Poorvu Center](#)
5. Accessibility is key too. You are encouraged to share how you will provide equitable academic experiences for all students–including students with disabilities–through their course materials, technology selections, and teaching approaches. [Click here for sample accessibility statements and writing guidance from the Poorvu Center](#).

> **NOTE**: *This template is meant to provide an exhaustive framework for developing a syllabus that you can co-create/ and share with students; different faculty may opt to reorder /or focus on (or remove) different sections in this template. Be careful of the syllabus that needs to be followed to the letter, because that doesn't allow for creativity or flexibility - Your course syllabus will be an iterative document, keep modifying/revising as per your and your and students' reflections.*
>
> **Please feel free to modify it for your own use**

Developed by CLT (2020) from:

https://www.aascu.org/
https://blended.online.ucf.edu/
Syllabus Checklist
How to Create a Syllabus

Note: Pl also see
AI Instructional Framework for Educators emphasizes the importance of balancing human and AI interactions in learning and offers various interactions between human and AI agents in educational settings
Macquarie University Unit Guides
Syllabus and How to Use It
Revisiting our Teaching Philosophies to establish your teaching philosophy
Course Outline Template -see McGill University for more clarity if required- modify for FCCU requirements
Beginning of Course Checklist- Canvas is the LMS but will be helpful to replicate for Moodle
Course Checklist will help you ensure quality of your course design as well as provide a checklist for your syllabus
Sample Syllabus from Douglas Trimble
Course Workload Estimator

You are encouraged to consider High Impact Practices for your classes

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