

Updated on: 25-6-2025

**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 encourages you to demonstrate the following heads and subheads irrespective of the structure you use for writing your course.*

**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 course account.*

## Syllabus/Course Outline Template

*This template has been drafted in keeping with the HEC and FCCU policies. **We are an in-person campus, and online options are purely to support instructional practices, as appropriate.** This template will help you in [organizing your course](#) plan/outline.*

**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, it 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 needs 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;



**Main Mode of Instruction:** (in-person)

**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 Etiquette** (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)

Example from [Syllabus/Course Outline Elements Required by NECHE](#) in **YELLOW**

**BS Business**

*PLO1: **Foundation:** Demonstrate a thorough understanding of key concepts and best practices in business management.*

*PLO2: **Application:** Apply business management knowledge and analytical skills to solve real-world business challenges in local and global contexts.*

*PLO3: **Integration:** Utilize decision-making tools and interdisciplinary approaches to analyze and adapt to emerging business environments.*

*PLO4: **Human Dimension:** Exhibit effective interpersonal, communication, and leadership skills necessary for managing teams and organizations successfully.*

*PLO5: **Caring:** Foster ethical decision-making in business and a commitment to positive societal impact.*

*PLO6: **Learning to Learn:** Develop self-directed learning skills, embracing continuous personal and professional growth in a dynamic business landscape.*

**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

Example (continued) from [Syllabus/Course Outline Elements Required by NECHE](#) in **YELLOW**

**BS Business**

*LO1 (PLO5): Develop and articulate a business idea, assessing its market potential | Caring (Dee Fink); Applying (Bloom)*

*LO2 (PLO1): Prepare a comprehensive business plan, addressing marketing, financial, and operational strategies | Foundational Knowledge (Dee Fink); Understanding (Bloom)*

*LO3 (PLO3): Analyze the strategic and competitive landscape for a new venture | Foundational Knowledge (Dee Fink); Understanding (Bloom)*

*LO4 (PLO2&4): Apply creative problem-solving techniques to entrepreneurial challenges | Application (Dee Fink); Applying (Bloom)*

*LO5 (PLO 2&5): Identify and navigate legal and ethical issues related to entrepreneurship | Human Dimension (Dee Fink); Analyzing (Bloom)*

*LO6 (PLO 2&4): Pitch a business plan to potential investors and stakeholders with confidence | Application (Dee Fink); Applying (Bloom)*

**IMPORTANT:** See CLT Brief, [‘Develop Quality SLOs and PLOs’](#).

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. Online resources and alternate options for instructional tasks are provided below to support your in-person teaching.

### Some important links to review:

- With sudden campus shutdowns, blended teaching/online 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 and these might be in-person and in case of out of class work, online
- Review Instructional Resources ([OERs](#)) & Relevant [Technology](#) resources for your use. If you are a new faculty please start with [Basic Technology Tools for Beginners](#)

W E E K	Topics	<a href="#">Assessment &amp; Rubrics</a> (with the due date)	<a href="#">Teaching-Learning Activities: Supporting In-person With Remote Options</a> Also see <a href="#">Activities for Blended Learning</a>		
			<b>Synchronous</b> <b>Simultaneously conducted</b> <i>Presentation/Lecture</i> <i>Live Video-Audio</i> <i>Small-Group Discussion/</i> <i>Breakout Rooms</i> <i>In-class quiz</i> <i>Q&amp;A/</i> <i>Live Chat</i>		<b>Asynchronous</b> <b><a href="#">Out-of-Class work</a></b> <i>(postal/Moodle/email)</i> <i>Discussion blogs</i> <i>WhatsApp</i> <i>Readings</i> <i>Moodle Quizzes</i> <i>Assignment Submission</i> <i>Online Content/Recordings</i> <i>Lecture notes/Annotated PPT</i> <i>Experiential learning</i>
			In-Person	Online	Off-campus
1					

2					
3					
4					
5					
6					
7					
8					
	<b>MIDTERMS if applicable</b>				
9					
10					
11					

12					
13					
14					
15			<b>CULMINATING PROJECT</b>		

**‘Out-of-class’ Study Required** (the CLT brief offers multiple options for out-of-class work)

- 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](#) and [managing out of class activities](#) for credit hour completion

### **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 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:**

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

**[OPTIONAL] Missed Assignments/Make-Ups/Extra Credit**

*- Add relevant policies here, if applicable.*

**Assignment Statement/Disclaimer** - Moodle offers the option to tick this for students to affirm upon submitting the assignment.

*"This assignment is my own work, except where I have acknowledged the use of other people, sources, and tools, and I have used any such external resources in accordance with my instructor's guidelines."*

**Attendance Policy:**

*-Describe your attendance policy.*

**AI Policy:**

*- Develop your course policy for AI usage for your course, as per the [template](#) provided. Modify it as needed within the parameters defined by AI Institutional guidelines (in progress, will be available soon)*

**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 the student code of conduct and FCCU core values characterized by*

*Excellence  
Community*

*Service  
Fairness and Justice*

*Respect for Dignity for each human being  
Discipline and accountability for my actions*

*Integrity*

*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](mailto: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](mailto: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 institutions.

(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, accessibility, and inclusion relate to core values of FCCU. We encourage you to share your commitment to diversity, accessibility, and inclusion in your teaching and facilitation of the classroom community. [Click here for guidance on writing statements for Inclusivity](#)

### 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.

**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 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](#)

[Classroom Policy & Syllabus Statements](#)

**Note:** PI also see following resources

[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

[Redesigning Assessment in the AI Era](#) by Cecilia K. Y. Chan. For an abridged version, check [this](#)

[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 for this but be helpful to replicate for Moodle

CLT Brief on [Course/Syllabus QA Checklist](#) will help you ensure quality of your course design as well as provide a checklist for your syllabus

[Course Workload Estimator](#) and [How much do students have to study to learn a](#) concept? Will help you estimate student work times

[Course Design for HE instructors](#)

MIT- [Syllabus Checklist for Student Belonging & Achievement](#)

[Self and Syllabus](#) tool from Baylor University allows instructors to compare the language in their syllabi to their emotional associations of teaching Design toolkit

[Generative AI Syllabus Statement](#) Builder

**Consider** High Impact Practices for your classes