

## Syllabus Template

DePaul University

School of Continuing and Professional Studies

**1. Program Identifier: Undergraduate Programs, Graduate Programs,  
Undergraduate/Graduate Programs**

**2. Course # (list all as applicable): Course Title**

**3. Term, Year**

**4. Instructor: name, preferred DePaul email as listed in campus connect; phone #,  
appointment availability**

**5. Course Dates: Beginning and ending dates; day/time of class sessions**

**6. Course Location and Delivery Format (online, on-ground, hybrid)**

**7. Course Description**

Provide an overview of the course to include a concise description of outcomes, content, and learning experiences, which must match the university catalogue description when available. Any modification of the official course description must be approved by the associate dean or person designated to oversee course catalogue.

A second paragraph can be added to indicate relevance of the course to particular audiences and settings, and/or how the course is organized. If the course is offered for both undergraduate and graduate credit (cross-listed), indicate such in this description and specify the different expectations in #8 and #10.

List pre-requisites, as appropriate.

**8. Learning Outcomes and, if relevant, Competencies**

For each learning outcome (and, if relevant, competency), identify what students will know and be able to do by course end. If the course is offered for both undergraduate and graduate credit, explain the different expectations. The outcomes and competencies must be approved by a program director before posting.

**9. Learning Strategies & Resources**

Include list of required texts/resources, and where students can obtain them.

Provide a brief explanation of the variety of [learning](#) activities and [instructional methods](#) to be used.

## 10. Learning Deliverables (graded evidences of learning)

Describe all the evidences of learning for which students will be graded and specify how these deliverables link to specific competencies or learning outcomes. Include due dates.

For online courses provide the absolute deadline for the course closure after which no additional work will be assessed. For cross-listed courses, distinctions between graduate and undergraduate deliverables must be identified.

Describe assignments that are scaffolded (i.e., building blocks) throughout the course to support students' progress to high standards of achievement. Note: assignments should take into account diverse learning styles of students.

## 11. Assessment of Student Learning

Identify the criteria that will be used to assess and grade students' evidences of learning (deliverables). Explain how these criteria are directly related to competencies or outcomes. Typically, the criteria include rubrics which provide guidance for students to evaluate their own work. When criteria are weighted (e.g., points, scores, percentages) within an assessment, their respective weights should be identified. Indicate if late work will be accepted and if so, the specific amount of deducted points and the absolute date after which work will not be accepted. Indicate whether attendance is required and/or assessed, and the consequences for non-attendance.

## 12. Grading Criteria & Scale

Identify the weight that each course requirement carries in the total course grade, including all graded assignments, deliverables, and if required, attendance and participation.

Identify the percentage range of overall scores by letter designation, with minus and plus ranges included. Indicate if fractional points/percentages will be rounded to the higher grade. If a cross-listed course, distinctions between graduate and undergraduate level grading criteria and scale must be identified.

See additional information pertaining to the grade designations, for [graduate grades](#) and for [undergraduate grades](#).

Identify when relevant [Pass/Fail Grading Options](#) (UGRAD only)

*Please place the following statement in your syllabus if your course is offered for Liberal Studies Program Credit:*

### **Pass/Fail Exclusions**

You may not use the **Pass/Fail** grading option if you are using this course to meet Liberal Studies Program (LSP) requirements. Likewise, if this course is taken to meet a requirement in your major (including intended and pre-majors), minor, and/or certificate (including intended and pre-minors/certificates) you may not use the Pass/Fail option.

*Please place the following statement in your syllabus regarding Incomplete grades:*

**Incomplete (IN) Grade:** This process follows university [policy](#).

A student who encounters an unusual or unforeseeable circumstance that prevents her/him from completing the course requirements by the end of the term may request a time extension to complete the work.

- The student must formally initiate the request by submitting the [Contract for Issuance of Incomplete Grade](#) form (via email, word doc), no later than week 10 (or prior to the final week of a shorter-term course).
- The instructor has discretion to approve or not approve the student's request for an IN grade.
- The instructor has discretion to set the deadline for completion of the work, which may be earlier but no later than two quarters (not counting Summer term).
- The instructor may not enter an IN grade on behalf of a student without a completed and agreed upon contract.
- The student is alerted that IN grades are not considered by Financial Aid as evidence of satisfactory academic progress.

### 13. Course Schedule

Insert schedule/outline for each course session—as related to outcomes or competencies: topics/themes, learning strategies, assignments, readings/resources, due dates, etc. Include exam week final deliverable in the 11<sup>th</sup> week in full term courses; and 6<sup>th</sup> week in short courses. If this schedule/outline is *subject to change* during the course, state so here in the syllabus and include a description of the process whereby changes will be made and communicated. For online, describe the typical/general module pace (e.g., discussions due Tu, Sa; written assignments due M; new modules initiate on M etc.)

### 14. Course Policies

Describe here the specific policies and procedures the instructor has for the course that are additional to the college/university policies, for example, classroom/discussion etiquette, late work, code of responsibility, etc. Include how changes to the syllabus will be communicated. (Changes to the originally published course syllabus used to select/register for a course should be communicated in the first session/week of the course in writing; if significant assignment changes are made during the course it should be done officially with the consensus approval of students.)

Select the applicable policies below (i.e., UGRAD and/or GRAD) depending on the level of your course. Include the statement: This course includes and adheres to the college and university policies described in the links below:

[APA citation format](#) (GRAD) [Academic Integrity Policy](#) (GRAD)

[Academic Integrity Policy](#) (UGRAD)

[Incomplete \(IN\) and Research \(R\) Grades Expiration Policy](#)

[Course Withdrawal Timelines and Grade/Fee Consequences](#)

[Accommodations Based on the Impact of a Disability](#)

[Protection of Human Research Participants](#)

**15. Other Resources for Students**

[University Center for Writing-based Learning](#)

[Dean of Students Office](#)

Suggested readings/sources listed by instructor

**16. Instructor Brief Bio**

Insert **brief** overview regarding instructor qualifications and experience as it relates to the topics, and outcomes/ competencies of this course.

**Additional Considerations**

Additional information for the instructor's consideration in planning the syllabus may be provided in this section, especially to address unique programmatic needs.

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