[Course Title and Number]

[Interesting quote, motivating information].

[Semester/Year]
[Class location]
[Class Meeting days and times]

Instructor: [Name] [Office, e-mail, phone]
Office Hours: [scheduled + by appointment? Virtual Office Hours?]

Prerequisites: [required course perquisites, if applicable]

I. Description and Rationale: (Recommended)
Why does this course exist? How does it fit in with the rest of the field/area’s curriculum? Describe how it will be taught and why.

II. Course Goals and Outcomes:
Goals
Thinking from the prospective students’ point of view, what general outcomes is the course designed to achieve? How will it contribute to them professionally and intellectually?

Specific Learning Outcomes:
By the end of this course, students will:
List as specifically as possible the learning outcomes the course is intended to produce. A well-stated outcome has two components: substance (content/subject matter like osmosis or absorption) and form: what action must the student perform with regards to the substance (compare and contrast, evaluate, analyze, apply, etc.) It is helpful here to think about the kinds of evidence you will need to assess the students’ learning as your outcomes should drive your assessment and grading schema.

Action Verbs for Bloom’s Taxonomy
Bloom's taxonomy lists verbs that concretely describe student learning in measureable terms:
• Knowledge: define, identify, recall, recognize
• Understand: summarize, describe, compare, explain, demonstrate
• Apply: modify, illustrate, discover, produce
• Analyze: analyze, classify, compare, differentiate
• Evaluate: assess, critique, evaluate, predict, rank, rate
• Create: construct, design, formulate, organize, synthesize

Avoid verbs are vague and difficult to observe or measure:
• Understand
• Appreciate
• Know about
• Become familiar with
III. Textbooks

*Required Texts:*
List required texts, including ISBNs.

*Recommended Texts:*
List recommended textbooks and materials if applicable, including ISBNs.

IV. Format and Procedures:

*Format:*
If the course has multiple formats (like lecture & recitation, lab and discussion, group learning projects and/or presentations) these should be explained clearly.

*Conduct:*
How is the course structured and how will classes be carried out? This is where expectations about classroom conduct including class participation, respect for others, use of laptops and cell phones and other devices should be spelled out to act as a behavioral guide. Explain here whether readings should be done prior to class, whether discussion participation is required, and so on.

*Attendance:*
Class attendance and participation policy: explain your attendance policy, including any details on lateness, leaving class early, or making up missed work.

*Special Procedures (recommended)*
Explain any special rules for conduct in a computer classroom or laboratory, for example.

V. Course Assessments:

What assignments (papers, case studies, problem sets, presentations, exams) and learning experiences (discussions, labs, field trips, collaborative activities) will give students the opportunity to grasp the information and ideas of the course and to demonstrate their mastery of the course learning outcomes?

*Note on co-teaching undergraduate and graduate sections:*
if you co-teach an undergraduate and graduation section of the same course, provide a separate section for each on their specific assessments.

VI. Grading Procedures:

What will the final grade be based on? Provide a breakdown of components and their overall percentage towards the final grade and an explanation of your grading policies (e.g., weighting of grades, curves, extra-credit options, the possibility of dropping the lowest grade).

Recommended: provide the specific criteria for each major assignment, and a description of its purpose.

*Note on co-teaching undergraduate and graduate sections:*
if you co-teach an undergraduate and graduation section of the same course, provide a separate section for each on their specific grading procedures.

Sample Grading Scheme
Your final grade will be calculated according to the following process:

1. I will rescale all the scores on each assignment to a number on the 0-100 scale
2. I will drop the lowest homework score and the lowest paper analysis score
3. I will calculate the average of the remaining assignments according to the following weights:
   - Journal entries: 15%
   - Statistical HW: 20%
   - Paper analysis: 20%
   - Class participation
     (discussions + news): 15%
   - Presentation + paper: 30%
4. I will convert the final average to a letter grade according to the following scheme:
   - 90-100 ⇒ A
   - 80-89 ⇒ B
   - 70-79 ⇒ C
   - 60-69 ⇒ D
   - 0-59 ⇒ R (failing grade)

VII. Academic Success (Recommended)
What skills, preparation, and practices should a student understand? Provide instruction on such things as note-taking, reading critically, study habits, exam preparation to offer students a framework for doing their best in this course.

VIII. Academic Integrity
Academic integrity is fundamental to the process of learning and evaluating academic performance. Academic dishonesty will not be tolerated. Academic dishonesty includes, but is not limited to, the following: cheating, plagiarism, tampering with academic records and examinations, falsifying identity, and being an accessory to acts of academic dishonesty. Refer to the Student Code of Conduct for further information.

IX. Accommodations for students with disabilities
It is University policy to provide, on a flexible and individualized basis, reasonable accommodations to students who have disabilities that may affect their ability to participate in course activities or to meet course requirements. Students with disabilities should contact the Office of Disability Services as well as their instructors to discuss their individual needs for accommodations. For more information, please go to the Office of Disability Services website.

VIII. Online Student Verification Procedures
To ensure academic integrity, all students enrolled in distance learning courses at the University of New Orleans may be required to participate in additional student identification procedures. At the discretion of the faculty member teaching the course, these measures may include on-campus proctored examinations, off-site or online proctored examinations, or other reasonable measures to ensure student identity. Authentication measures for this course are identified below and any fees associated are the responsibility of the student.

[Insert your text here to inform your students which authentication measures, and fees if applicable, you have elected to use to verify that the person completing work in your online]
course is the person registered for that course. If that includes the option of online proctoring through Proctor U, please include the Proctor U statement below.]

Online Proctoring
The University of New Orleans partners with Proctor U, a live, online proctoring service that allows students to complete exams from any location using a computer, webcam and reliable internet connection. For information on fees, technology requirements, and how to use the proctoring service, refer to UNO’s Proctor U site.

IX. Tentative Course Schedule including due dates for assignments, projects, tests, final exam.

[The truncated sample below is based on a graduate level course on college teaching that meets once a week for two hours and requires students to keep a journal]:

This schedule is tentative and may change over the course of the semester. Students are responsible for keeping up with any announced changes.

<table>
<thead>
<tr>
<th>Topics Assignment</th>
<th>Readings to be discussed</th>
<th>One Journal Entry</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>January 22</strong></td>
<td>[Text] Chapter #, additional readings from course packet, handouts</td>
<td>Weekly electronic journals are a way to get student reactions and questions on course readings</td>
</tr>
<tr>
<td>Topics/Major Concepts covered</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>January 29</strong></td>
<td>[Text] Chapter #, additional readings from course packet, handouts</td>
<td>Weekly electronic journals are a way to get student reactions and questions on course readings</td>
</tr>
<tr>
<td>What is learning? What are learning outcomes?</td>
<td></td>
<td>Journal entry electronically submitted</td>
</tr>
<tr>
<td><strong>February 5</strong></td>
<td>[Text] Chapter #, additional readings from course packet, handouts</td>
<td>Weekly electronic journals are a way to get student reactions and questions on course readings</td>
</tr>
<tr>
<td>Motivating Students</td>
<td></td>
<td>Journal entry electronically submitted</td>
</tr>
<tr>
<td><strong>February 12</strong></td>
<td>[Text] Chapter #, additional readings from course packet, handouts</td>
<td>Weekly electronic journals are a way to get student reactions and questions on course readings</td>
</tr>
<tr>
<td>Effective Teaching Strategies</td>
<td></td>
<td>Journal entry electronically submitted</td>
</tr>
</tbody>
</table>