# Course Introduction

* Course Title
* Subject Code and Course Number
* Course Description
* Credit Hours
* Prerequisite Courses
* Method of Instruction
* Instructor Name, Credentials, and Title
* Class Meets Day, Time, and Location

# Learner Support

* Instructor Office Location
* Office Hours
* Instructor WVU Email Address
* Phone
* Method of Making Appointment
* ITS Phone, Email, Website for technical support: (QM 7.1)
* Other Available Learner Support – Student Support Services link and information (7.4), Library, Academic Catalog, Computer Security, Academic Writing

# Instructional Materials

* Required instructional materials: List all required instructional materials, including textbook(s), supplemental materials, and technological requirements, i.e. eCampus course, required software, websites, etc. (Q.M. 4.3, 6.3) Ensure that all materials are current (QM 4.4, 6.4). Ensure that the distinction between required materials and optional materials is clear (QM 4.6).
* Optional instructional materials: List any optional instructional materials, including textbook(s), supplemental materials, and technological requirements, i.e. eCampus course, required software, websites, etc. (Q.M. 4.3, 6.3) Ensure that all materials are current (QM 4.4, 6.4). Ensure that the distinction between required materials and optional materials is clear (QM 4.6).

# Course Learning Objectives

* Course learning objectives: Ensure that all outcomes are: clear, written from the learner’s perspective (QM 2.3), appropriate in number, measurable (QM 2.1), appropriate to the degree level (HLC 3.A.2), appropriate to the level of learning (HLC 3.A, QM 2.5), and aligned with major course learning activities and assessments (QM 2.4). Also ensure that the learning outcomes listed in the syllabus match those entered into CIM Courses. See [the Curriculum Committee's Guide to Writing Learning Outcomes](http://facultysenate.wvu.edu/files/d/30be3ed5-cd1c-45a9-a017-eaf279210f64/developing-course-learning-outcomes.pdf), [the Teaching and Learning Commons' Powerful Outcomes that Work](http://tlcommons.wvu.edu/Resources/pow/), and [Bloom's Taxonomy](http://community.wvu.edu/~lsmong/Articulate%20Blooms%20Wheel/blooms_wheel.html) for assistance. You may also request personal assistance from the Teaching and Learning Commons' here: <https://wvu.teamdynamix.com/TDClient/Requests/ServiceDet?ID=6461>

# Course Activities

* Explanation of major learning activities
* Expected timeline for major learning activities

# Assessment

* Explanation of major assignments/assessments: Provide explanation for all major assignments/assessments. Ensure that all major assignments/assessments and learning activities align with the stated course learning outcomes (QM 3.1). Assignments/ assessments and learning activities should be sequenced, varied, and suited to the level of learning (QM 3.4). Each course should include multiple formative assessments where students are provided feedback aimed at improving their performance in the graded/assessed competencies and outcomes (QM 3.5).
* Explanation of grading criteria for major assignments/assessments: Provide explanation of grading criteria for major assignments/assessments (simple declarative tests are excepted). This should be as transparent as possible, i.e. an attached rubric or a description of the areas around which students will be assessed and how points are distributed (30 points for content, 30 points for organization, 30 points for clarity, 10 points for grammar and mechanics) (QM 3.3).
* Explanation of how total course points are weighted/distributed across course assignments/assessments (QM 3.2)
* Expected timeline for major assignments/assessments
* Response time and feedback plan: Response time and feedback plan: Provide the intended response time and feedback plan for major assignments/assessments (QM 5.3). Note that this is an intended plan and not a policy or guarantee.
* Final grading scale: Ensure that the resulting grade type is clear, i.e. letter grade, percentage, pass/fail, satisfactory/unsatisfactory, credit/non-credit, etc. (QM 3.2) Also provide a clear explanation between individual assignments/assessments and their relationship to the final grading scale (points, percentage, etc.)

# Course and Institutional Policies

* Attendance Policy: If attendance is graded, ensure that it is a clear, unambiguous part of the grading policy (QM 1.4). Also, ensure that the attendance policy and points are clearly separate from any participation policy and points. Ensure to include what the policy is for missing assignments, assessments, or tests and what the make-up policy is (if any).
* Participation Policy: If participation is graded, ensure that it is a clear, unambiguous part of the grading policy. Also, ensure that the participation policy and points are clearly separate from any attendance policy and points.
* Late Assignment and Missed Exam Policy: Provide a clear description of how missed work that is excused is made up and under what timeline. Provide any additional expectations that are the students’ responsibilities.
* Institutional Policies Website Link: Provide the following link and notify students that they are responsible for reviewing [policies](http://facultysenate.wvu.edu/curriculum/course-proposals) on inclusivity (QM 7.2), academic integrity, incompletes, sale of course materials, sexual misconduct, adverse weather, as well as student evaluation of instruction, and days of special concern/religious holiday statements.