



Traditional Syllabus Framework

Course Number [Includes cross-listed courses]

Course Name

[Welcome statement and relevant inviting visual such as simple cartoon or picture]

[If small elements of the syllabus could change include language such as “The syllabus is subject to changes” and the effective date of change; avoid making substantial changes in the syllabus]

Instructor Information

Instructor: [Include the phonetic spelling of your name, pronouns, and your title as relevant to let your students know how to pronounce your name and how to address you]

Email: [Include a brief description of the procedures that students should follow to contact you and your expected response time]

Other Contact Information: [Potentially include other contact information such as an office phone number and/or a link to your LinkedIn profile]

Office Location: [Provide the campus, building name, room number, and directions to your office]

About Me: [Include a short bio (e.g., 4 – 5 sentences) that includes items such as your professional experience in the field or related interests, informal fact about yourself to help students learn more about you (e.g., a hobby)]

Teaching Philosophy: [Include a brief statement on the teaching approaches that you implement to support student learning and success; give students guidance on approaches they can use to more effectively and efficiently learn the course material (e.g. watching pre-class videos, working problems before class); use student-centered language considering that students may be taking the course for a variety of reasons; include teaching approaches implemented in the course and your expectations of students]

Student Hours: [Indicate the purpose of these hours and normalize student attendance; provide options for virtual office/student hours]

Student Assistants:

- **Teaching Assistants (TAs):** [Include name, contact information, how they will support the course, and whether and how students should contact them]
- **Learning Assistants (LAs):** [Include name, contact information, how they will support the course, and whether and how students should contact them]

Course Information

- **Description:** ADD
- **Learning Outcomes:** ADD [Lists clear, observable, and measurable outcomes]
- **NACE Career Competencies:** ADD [See [website](#) for examples such as critical thinking, teamwork, and communication]
- **Course Delivery Format:** ADD [Indicates whether the course is asynchronous, onsite, hybrid, etc.]
- **Course Time:** ADD [Include for synchronous courses]
- **Course Location or Connection Information:** ADD
- **Course Site:** ADD
- **Required Course Materials:** ADD [Provide alternatives where possible if students are unable to purchase these materials]
- **Optional Course Materials & Additional Resources:** ADD [Include supplemental materials that can support student learning or indicate they are posted on the course site]

Course Guidelines

[Include relevant course guidelines, the rationales behind them, and consequences if they are not upheld. The guidelines chosen are up to the discretion of the instructor and some may be co-created with students.]

Attendance: [Indicate any specific requirements for class attendance and the reasons behind your policies; embed some elements of flexibility]

Makeup Work: [Indicate whether students can make up work, and, as relevant any procedures they must follow to submit their assignments (e.g., time frame, whether they receive full credit, etc.)]

Extra Credit: [Specify whether students can earn extra credit in the course and how they can obtain it]

Respectful Classroom Dialogue: [Provide classroom norms that all students must uphold (e.g., active listening, giving airtime, respecting diverse viewpoints, etc.); additional guidelines can also be co-created with the classes' input and posted to the course site]

Technology Usage: [Indicate whether and how students can use technologies such as laptops and cell phones in classrooms (e.g., any usage must be solely for the purposes of this course); develop inclusive policies, that acknowledge, for example, that students with accommodations by law must be allowed to use specific technologies to support their learning)]

Academic Integrity: [ADD] [Provide a statement on academic integrity and cite the Rutgers policy [10.2.13](#)]

Generative Artificial Intelligence: [Indicate your policy on students' usage of generative AI and the reasons behind it (see the [AI Assessment Scale](#) for sample language); disclose if and how you as the instructor use generative AI in the course to promote transparency]

Course Schedule

Week	Topic(s) & Learning Goal(s)	Assignment Information	Due Dates
1	[ADD]		
2			
3			
4			
5			
6			
7			
8			
9			
10			
11			
12			
13			
14			
15			
16	Final Exams or Projects		

Tips for How to be Successful in This Course

[ADD]

[Consider also integrating relevant resources such as the Learning Centers [Online Learning Modules](#)]

Student Success Campus Resources

The [Resources for Student Success website](#) provides numerous resources to promote your success as a student. A few include:

- [Academic calendar](#)
- Department-specific resources [include links]
- [Learning Centers](#)
- [Counseling Services](#)
- [Office of the Dean of Students](#)
- [Office of Disability Services](#)
- [Tips and Tutorials](#)

Grading

[ADD]

[As relevant, include a visual such as a table or chart reflecting what makes up the course grade with points or percentages; avoid large percentages of grades originating from only a few high-stakes assignments; diversify the types of grades received]

