Your Department Name

Course Acronym & Number

Course Title

*Semester 20\*\**

*Instructor/Faculty Member Name*

Your College/University Logo Here

Your University/Colloege Logo

Course Acronym & Number

Course Title

Semester 20\*\*

# General Class information

Class acronym: Course Acronym and Number

Class name: Class Name

Semester & year: Semester 20\*\*

Class location: List Building and Classroom Number

Class time/day: \*\*.\*\*am/pm – \*\*.\*\*am/pm, day/s

Credits offered: Number of credits

# Instructor Contact Details

Instructor: Instructor Name Instructor Credentials

Telephone: 269-471-\*\*\*\*

Email: \*\*\*\*\*\*@andrews.edu

Office location: List Building and Room Number

Office hours: List office hours

# Bulletin Class discription

Please copy the class description as written in the Bulletin or Student Handbook. You may also like to expand upon the Bulletin description and cover the topics contained in the course more specifically.

**Prerequisite:** Please list any prerequisites required for this class.

# Class Objectives

**The primary objectives of this class are to:**

List your primary objective beginning with the most important one. This should be a skill or knowledge base which a student pastor will be able to use in their future career as a result of taking this class. (Later, these primary objectives will be used to design assessment which will measure how well the student has actually learned these objectives.) *Please note: If you cannot actually measure a primary objective with an appropriate assessment, then include it as a secondary objective. This is because it is impossible to know if a student can demonstrate a competent/required standard and has achieved that objective. Accreditation Organizations/Offices will question primary objectives that cannot be assessed, or have assessments that could not possibly measure that objective.*

*For example: An objective such as “Improve the marriage of a student” could not be used as a primary objective as it is virtually impossible to assess. You would have to ask a non-student spouse to write an assessment in which he/she may say anything to help their spouse get a good grade. A primary of objective of “Have students understand the important of and undertake ongoing Bible study” cannot be assessed with a paper or an exam. How would you know if they have actually done this? Rather, a journal of their Bible study during that semester may be a more appropriate assessment.*

* List more primary objectives if you have them. Limit them to five, because you will have to design assessments like papers, presentations, exams, projects, etc, that will specifically measure how successfully a student has learned the skill or knowledge base associated with every primary objective.

**Secondary objectives include:**

* List your secondary objectives beginning with those of most importance. These objective don’t necessarily have to correspond with an assessment, but are skills, knowledge bases which may inadvertently occur as a result of taking your class.
* List as many secondary objectives as you like, but to avoid scaring your students, best practice is to keep them to about five.

# Textbooks, Recommended Readings and Class bibliography

Required:

1. List the textbooks required for this class using the bibliography referencing style (APA, SBL etc) you require in your class.
2. List more if you need to.

Recommended:

1. List the recommended readings required for this class using the bibliography referencing style (APA, SBL etc) you require in your class.
2. List more if you need to.

Class Bibliography:

1. List the books and journal articles from which you drew the materials/information for your class. Use the bibliography referencing style (APA, SBL etc) you require in your class.
2. List more if you need to.

# Grading Criteria and Course Assessment items

**Criteria for Grades**

Please give a specific description of how you determine a grade for written assessment like papers, reports etc. You may also like to provide a table as an appendix which outlines succinct criteria for each grade. A sample grading system which is in use by a number of your colleagues and is based on those used at several other institutions, including Harvard University, is attached at the end of this document to give you some ideas. (e.g. Criteria for each grade are listed in the *Criteria for Assessment Guidelines* which is attached as Appendix 1 of this document.)

**Passing Grades**

Do your students need to pass certain assessments like the exam etc in order to pass the class? Disclose this information here in a brief statement. (e.g. Please note that a student will only receive a passing grade for the class if he/she has attained a passing grade on their final examination.)

**Assessment Submission**

Give a brief description of how you would like your assessment submitted to you. Do you prefer hard copies, email, in-house electronic submission. (e.g. Please email me an electronic version of your completed assessments. Hard copies will not be accepted.

**Late Submission**

Give a brief description of penalties for late submission of assessment items. (e.g. All late assessment will incur a 10% per day penalty.)

**Other Guidelines**

List any other guidelines relevant to assessment you may wish to disclose to the student.

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| --- | --- | --- |
| 1. | Title of Assessment | \*\*% |
| 2. | Title of Assessment | \*\*% |
| 3. | Title of Assessment | \*\*% |
| 4. | Title of Assessment | \*\*% |
|  | **Total** | **100%** |
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| 5 | Bonus Assessment Title | \*\*% |

1. **Title of Assessment.** Give a detailed description of this Assessment. Ensure they will adequately measure the primary objectives you identified earlier.

**Provide the due date (bold it) at the end of your description.**

1. **Title of Assessment.** Give a detailed description of this Assessment:
2. **List specific criteria if you need to**: give a detailed description of criteria contained with an assessment if required.
3. **List specific criteria if you need to**: give a detailed description of criteria contained with an assessment if required.
4. Xxxxx

**Provide the due date (bold it) at the end of your description.**

1. **Title of Assessment.** Give a detailed description of this Assessment. Ensure they will adequately measure the primary objectives you identified earlier.

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**Provide the due date (bold it) at the end of your description.**

#  Class policies

**Classroom Seating**

Give a statement about your policy on classroom seating (e.g. To facilitate the instructor in learning each student’s name, please select a permanent seat (for at least the first half of the semester) in the classroom.)

**Disability Accommodations**

Give a statement about how you will fulfill disability accommodations (e.g. If you qualify for accommodations under the American Disabilities Act, please see the instructor as soon as possible for referral and assistance in arranging such accommodations.)

**Late Submission of Assessment**

Give a statement about your policy on late submission of assessment (e.g. All late assessment will incur a 10% per day penalty.)

**Other Policies**

Include additional statements about any other policies relevant to your class. You may use quotes from your bulletins or student handbooks to cover issues like the ones outlined below.

**Examinations**

“Credit is not granted in courses unless the required examinations are completed by the student. Students are expected to follow the published examination schedule. In cases where the schedule requires a student to complete four exams in one day, arrangements may be made with the dean to complete one of the examinations at another time.”

*Andrews University Bulletin 2010, page 29*

**Class Attendance**

“Regular attendance at all classes, laboratories and other academic appointments is required for each student. Faculty members are expected to keep regular attendance records. Whenever the number of absences exceeds 10% of the total course appointments, the teacher may give a failing grade. Merely being absent from campus does not exempt the student from this policy. Absences recorded because of late registration, suspension, and early/late vacation leaves are not excused. The class work missed may be made up only if the teacher allows. Three tardies are equal to one absence.”

*Andrews University Bulletin 2010, page 29-30*

**Excused Absence**

“Excuses for absences due to illness are granted by the teacher. Proof of illness is required. Residence hall students are required to see a nurse on the first day of any illness which interferes with class attendance. Non-residence hall students should show written verification of illness obtained from their own physician. Excuses for absences not due to illness are issued directly to the dean’s office. Excused absences do not remove the student’s responsibility to complete all requirements of a course. Class work is made up by permission of the teacher.”

*Andrews University Bulletin 2010, page 30*

**Teacher Tardiness**

“Teachers have the responsibility of getting to class on time. If a teacher is detained and will be late, the teacher must send a message to the class with directions. If after 10 minutes no message has been received, students may leave without penalty. If teacher tardiness persists, students have the right to notify the department chair, or if the teacher is the department chair, to notify the dean.”

*Andrews University Bulletin 2010, page 30*

**Academic Integrity**

Andrews University takes seriously all acts of academic dishonesty. Academic dishonesty includes (but is not limited to) falsifying official documents; plagiarizing; misusing copyrighted material; violating licensing agreements; using media from any source to mislead, deceive or defraud; presenting another’s work as one’s own; using materials during a quiz or examination other than those specifically allowed; stealing, accepting or studying from stolen examination materials; copying from another student; or falsifying attendance records. For more details see the Andrews University Bulletin 2010, page 30.

“Consequences may include denial of admission, revocation of admission, warning from a teacher with or without formal documentation, warning from a chair or academic dean with formal documentation, receipt of a reduced or failing grade with or without notation of the reason on the transcript, suspension or dismissal from the course, suspension or dismissal from the program, expulsion from the university or degree cancellation. Disciplinary action may be retroactive if academic dishonesty becomes apparent after the student leaves the course, program or university.”

*Andrews University Bulletin 2010, page 30*

# Outline of Topics and Assignments

This page is to help students know when a particular class will be taught. If you need assistance in modifying the table to suit your needs, please contact us at info@chicksofthecloth.com

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# Instructor Profile

Give a brief overview of your work history, professional achievements, education, and research specialty.

![C:\Users\leanne\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\6GG0BDC9\MP900443432[1].jpg]()

You may like to add sentence which provides some personal details like your wife/husband/children/fiancé/fiancée’s name/s etc.