

NSU Syllabus Template Walkthrough – Transcript

00:02- 01:15 Opening

00:02-00:20 Hello, I'm Dr. Cari Keller, the Associate Vice President for Academic Affairs at Northeastern State University. Part of my role involves helping NSU maintain its accreditation status and meet academic standards at the university, state, and federal levels.

00:20-00:24 One of the ways we do that is through our course syllabi.

00:24-00:45 Today, I'll walk you through NSU's official syllabus template. This template includes **required sections**—these are not optional. They're necessary to meet expectations from our **regional accreditor, the Higher Learning Commission**, the **Oklahoma State Regents for Higher Education**, and several **federal compliance requirements**.

00:45-00:58 Faculty are welcome to add additional information that fits their course or teaching style, but the sections in this template represent the **minimum required content** for all NSU syllabi.

00:59-01:15 Think of this as both a **compliance tool** and a **student success tool**. It ensures that students receive clear, consistent information about every course they take, no matter who teaches it or how it's delivered.

01:15-03:29 Accessing the Template

01:15-01:37 An **editable Word version of the syllabus template** is emailed to all faculty at the start of each semester. If for any reason you don't receive it, you can request a copy from your **department's administrative staff**.

01:37-01:45 We also post a **PDF reference copy** of the template on the Academic Affairs website under **Faculty Resources**:

01:54-01:55 <https://academicaffairs.nsuok.edu/FacultyResources/SyllabiInformation.aspx>

On that page, you'll find:

- The **reference syllabus template**
- **Sample policy statements** for attendance, academic integrity, technology use, and more
- Additional **syllabus support materials**

01:55-02:36 Be sure to use the **most current version** each semester.

02:36-03:29 College, Department, Semester, and Course Information

02:74-02:54 At the top of the syllabus template, complete the following:

- College
- Department
- Semester and Year

02:54-03:29 Next, complete the **Course Information**:

- **Course Prefix and Number** – for example, 'ENGL 1113'
 - **CRN** – the Course Reference Number students use for enrollment
 - **Credit Hours**
 - **Course Title** – exactly as listed in the catalog
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03:29-05:07 Instructor Information and Office Hours

03:29-03:37 Then provide your **Instructor Information**:

- Your Name
- Email Address
- Phone Number
- Office Location
- Office Hours

03:38-05:07 Office Hours

03:38-03:45 Include your **Office Hours** clearly in the syllabus.

03:45-04:08 NSU's office hour expectations are outlined in the **Faculty Handbook, Section 4.8**. This section explains the required number of hours, in-person expectations, and guidelines for online and hybrid instruction.

04:08-04:56 In this section of your syllabus, be sure to specify:

- **When your office hours will be held**—the days and times
- **Where students can meet with you**—on campus, via Zoom, or both
- **Whether you prefer students to make an appointment**, but faculty **should not require appointments exclusively**. Students must have **reasonable access to office hours without an appointment**
- **How to access virtual office hours**, if you offer them—include Zoom links, whether you use a waiting room feature, or if students need to email you to receive the link

04:56-05:07 If you have any questions about how the office hour policy applies to your specific teaching assignment, consult your **department chair**.

05:07-05:38 Course Delivery Method

05:07-05:11 The next section is titled 'Course Delivery Method.'

05:11-05:15 The template provides **five options**:

1. **Face to Face** – Students attend in a physical classroom with the instructor.
2. **Hybrid (Synchronous)** – Students can choose to attend either in person or virtually at the scheduled class time.
3. **Virtual Class Meeting (Synchronous)** – The class meets online at set times, usually via Zoom, with no in-person option.
4. **Online (Asynchronous)** – The course is fully online with no scheduled meeting times.
5. **Partially Online** – Some or most of the course is delivered asynchronously, but there are **required face-to-face meetings**, either on campus or via Zoom.

05:28-05:38 When completing this section, select the option that fits your class and **describe how the course will be delivered**, using the appropriate category.

05:44-07:02 Workload and Credit Hour Statement

05:44-05:48 The next section is the **Workload and Credit Hour Statement**.

05:54-06:04 This aligns your course—and NSU—with the **federal definition of a credit hour**, a **federal regulatory requirement**.

06:04-06:19 The standard expectation is:

- **One hour of instruction per credit hour, per week**, plus
- **Two hours of additional work outside of class per credit hour, per week**

06:19-06:27 For example, a **3-credit-hour course** should require about **nine hours per week** of total academic work.

06:27-06:39 This includes:

- Attending class or Zoom sessions
- Participating in online modules
- Completing readings, projects, and assignments
- Studying and preparing for exams

06:42-07:02 You **must include this statement** in your syllabus, but you **may modify it to reflect your course's specific credit hours and tone**—whether you're writing in first person or third person. The core message must stay consistent.

07:02-07:04 Class Days / Meeting Times

07:04-08:04 In this section, list **the days and times your class meets**.

- For **synchronous classes**—whether face-to-face or virtual—list the **first and last day of the course**, the **day(s) of the week**, and the **time** the class meets.
 - For **Partially Online** or **Hybrid** courses, **list all required meeting dates and times, and the location (e.g. classroom, or Zoom)**. This helps students plan ahead.
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08:04-08:54 Course Prerequisites and/or Co-requisites

08:21-08:23 If your course has **prerequisites** or **co-requisites**, please specify them.

08:21-08:43 List the **course prefix, number, and title** for each required course. For example:

- **Prerequisite:** MATH 1513 – College Algebra
- **Co-requisite:** BIOL 2154 – General Biology Laboratory

08:45-08:54 If there are no prerequisites or co-requisites, simply write '**None.**'

08:54-09:39 Catalog Description

08:54-09:03 Include the **Catalog Description** of your course.

09:03-09:32 This must be copied **exactly as it appears in the NSU catalog**. You can find it by searching the **catalog on the NSU website**, using either the **course number** or **course title**.

09:32-09:39 The catalog description provides a consistent, approved summary of the course and must not be altered.

09:39-10:44 Course Purpose / Goals

09:51-10:44 Explain the **Course Purpose or Goals**. Indicate whether the course:

- Meets a **General Education Requirement**
 - Serves as a **Program Requirement**
 - Is an **Elective**
 - Or fulfills another specific role in the curriculum, describe that role.
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10:44-13:44 Student Learning Outcomes

List the **Student Learning Outcomes (SLOs)** for your course.

11:09-11:36 These are the **skills, knowledge, or competencies** students will develop by the end of the course. Start each outcome with a **clear action verb**. For example:

- **Apply** statistical methods to business problems
- **Demonstrate** effective written communication
- **Analyze** historical events using primary and secondary sources
- **Develop** a research-based marketing plan

11:36-11:48 If any outcome fulfills a **General Education Learning Outcome**, include the **specific general education SLO and label it clearly**.

11:48-11:58 The **General Education Learning Outcomes** and the list of courses that support them are found in the **NSU catalog** under the **General Education section**.

12:03-12:31 It is also **best practice to align course outcomes with program (major) learning outcomes**. In some departments, this is **required for accreditation**. This can be done simply by referencing the program learning outcome (PLO) in parenthesis after the CLO statement. Or, some faculty use a matrix that meets accessibility guidelines.

13:00-13:05 If you're unsure about learning outcomes or alignment, **consult your department chair**.

13:09-13:19 For courses with **multiple sections**, the **learning outcomes must be the same across all sections**.

13:47- 14:52 Instructional Methods / Strategies

13:47-14:14 Describe the **Instructional Methods** you'll use in your course. This section explains to students how learning will occur in your class, but it also serves a wider purpose. Listing instructional methods provides transparency for students and helps ensure that the course

delivery aligns with program outcomes, accreditation standards, and institutional reporting requirements.

14:14-14:32 Examples include:

- Lectures
 - Class discussions
 - Case studies
 - Group activities
 - Laboratory experiences
 - Field or clinical experiences
 - Demonstrations
 - Online modules
 - Presentations or oral reports
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14:57- 16:16 Learning Outcome Assessment Methods

14:57-15:12 This section should align directly with the **Student Learning Outcomes** you listed earlier. Assessment methods are not just about grading—they're about **measuring learning, supporting program assessment, and demonstrating to accreditors that students are meeting course goals.**

15:13-15:30 Common assessment methods include:

- Quizzes or exams
- Papers or written assignments
- Projects or presentations
- Performances or demonstrations
- Problem sets, case studies, or applied tasks
- Online discussion posts or reflections
- Portfolios of student work

15:30-15:44 Some faculty include an **assessment map or table** that clearly shows which assignments connect to each learning outcome. This is considered **best practice** and can be helpful for both students and program review.

15:44-16:05 If you include a table or chart, be sure it **meets 100% accessibility standards:**

- Use **proper table headers**
- Ensure the table is **screen-reader accessible**

- Build real tables using Word or Blackboard tools—**do not use images of tables**

16:05-16:16 Clarifying your assessment methods at the start of the course helps students understand **how learning will be evaluated and how grades are determined.**"

16:16-17:59 Instructional Materials

16:16-16:23 List all **Instructional Materials** students will need.

16:24-17:39 Include:

- **Required textbooks or e-books**
- **Technology tools**, such as:
 - **Blackboard** – for submitting assignments and accessing course content
 - **Software programs** (e.g., **Excel, Word, MATLAB**)
 - **Interactive tools or apps** (e.g., **Flip, Padlet, Kahoot**)
 - **Publisher platforms or online homework systems** (e.g., **MyLab, Connect, ALEKS**)

16:26-16:30 Also list **supplemental or recommended materials**, if applicable.

16:30-16:53 Provide **complete details** for textbooks, including:

- **Title and edition**
- **Author(s)**
- **ISBN**
- Where students can purchase materials—through the **NSU Bookstore**, an online vendor, or as **open educational resources**

17:43-17:59 If your course uses **publisher platforms**, include any **instructions you have about accessing them**. You may not have access codes to distribute, but share links or setup details when possible.

17:59-19:26 Grading Policy / Scale

Include your **Grading Policy and Scale**.

18:02-19:01 Be specific:

- **List what is graded** - for example, exams, projects, discussion participation, or papers
- **Show how each component is weighted** (e.g., exams 40%, projects 30%, participation 10%)

- Provide the **grading scale** (e.g., 90–100% = A)

19:02-19:16 Also include clear policies for:

- **Late work**
- **Make-up exams or assignments**
- **Revisions or resubmissions**, if applicable

19:16-19:26 Being transparent about how grades are determined helps students manage expectations and reduces misunderstandings later in the semester.

19:29-21:18 Generative AI Use Policy

Next is the **Generative AI Use Policy**—this is **new in the 2025 syllabus template**.

19:36-19:58 You must tell students **whether and how they may use AI tools**, like ChatGPT, in your course.

19:58-20:13 The template provides **three options**:

1. **AI Use Not Permitted**
2. **AI Use Permitted with Instructor Permission or Under Certain Conditions**
3. **AI Use Generally Permitted (Within Guidelines)**

20:26-20:38 You may **use the statements as written** or **adapt them**, but any modifications must be **approved by your department chair**.

20:38-21:18 This section promotes **academic integrity** and helps students understand the appropriate use of AI tools.

21:18-24:37 Class and Instructor Policies

21:23-21:55 The next section is for **Class and Instructor Policies** that are specific to your course. These are **in addition to the mandatory university policies** referenced in the syllabus template.

21:58-22:51 Common examples of additional course-level policies include:

- **Attendance expectations**
- **Participation and student engagement expectations**
- **Professional conduct and classroom behavior**
- **Online etiquette for virtual or hybrid courses**

- **Technology use guidelines**—such as expectations for laptops, phones, or recording devices in class
- **Assignment submission guidelines**
- **Use of course materials**, such as policies on recording lectures or sharing content
- **Course or program-specific academic integrity expectations**—this could include discipline-specific guidelines about collaboration, plagiarism, proper citation formats, or professionalism standards in clinical or internship settings

22:51-23:03 These policies help students understand your expectations and support a respectful, productive learning environment.

23:03-23:28 If you are unsure about what policies to include, check with your **department chair**.

23:31-24:37 Academic Policies through Grade Appeal

23:31-24:05 The next sections of the syllabus—**Academic Policies (including the Academic Misconduct Policy), Student Support, Course Concerns or Complaints, and Grade Appeal**—are provided for you.

24:13-24:24 These sections include required university-wide statements and policies. **Do not edit or revise these sections. Use them as provided in the syllabus template.**

24:24-24:37 This ensures that all students at NSU receive consistent information about academic policies, support services, and grievance procedures.

24:37-25:24 Class Calendar with Assignment Due Dates

24:44-25:06 Include a **Class Calendar** in your syllabus. This should outline:

- **Assignment due dates**
- **Major exams or project deadlines**
- **Other important course milestones**

25:05-25:24 The calendar doesn't need to list every small task, but should give students a clear view of major assignments and expectations throughout the semester. This helps students manage their time and stay organized.

25:24-26:07 Closing

25:24-25:44 That concludes this walkthrough of NSU's syllabus template. Remember, the syllabus is more than just a compliance document—it's a **communication tool** and a **student success tool**. A clear syllabus helps set expectations, reduce confusion, and support students throughout the course.

25:52-26:00 If you have any questions as you prepare your syllabus, reach out to your **department chair** or the **Office of Academic Affairs**.

26:00-26:06 Thank you for your attention, and best of luck this semester!