

Standard Course Syllabus  
York College/CUNY

**Statement of Policy**

Beginning in the Spring 2009 semester, all faculty at York College will use the College's standard course syllabus. The only exceptions will be faculty in those professional programs whose accrediting bodies mandate different formats. Syllabi for multiple sections of the same course will have a single set of learning objectives.

**York College Standard Course Syllabus Format**

**Basic information that must be included**

- Instructor contact information
- Course description (*must be identical to that in the bulletin*)
- Prerequisites and/or corequisites
- Textbook information (required and/or recommended texts)
- Learning objectives – *These objectives must be measurable and must be reflected assignments and grading criteria. Objectives should include concrete verbs, for example:*
  - *identify, recognize, differentiate, predict*
  - *translate, calculate*
  - *demonstrate, illustrate, compose, design, critique*
- Course requirements (include attendance, description of assignments, fieldwork/lab/online requirements, deadlines as relevant)
- Final grade calculation procedures and grading criteria
- Fourteen week outline with the final exam scheduled during the final exam period

**Additional information that should be included**

- Policy on Academic Integrity
- Policy on ABS/INC grades
- Policy on accommodations for disabled students
- Student support resources on campus
- Writing Enhanced or Writing Intensive statement when relevant
- Online or Hybrid Course statement when relevant

**Additional information that may be included**

- Bibliography
- Additional instructor statements and policies
- Style/format requirements for assignments

## **Procedures for Implementation**

All York College faculty will distribute their syllabi, in standard format, to their students during the first week of classes. All faculty will also submit a standard course syllabus for each of their courses to their department chairperson, in both print and electronic form, during the first week of classes so that files are readily available for assessment work. Under the guidance of the department chairs, discipline or course coordinators will review syllabi and provide faculty development opportunities to ensure consistency of course content and delivery across sections. As necessary, these individuals will also provide opportunities for faculty members to work together to develop common learning objectives.

## **Rationale**

*During the exit interview by the Middle States Commission on Higher Education's Site Visiting Team in March, York College was encouraged to adopt a common course syllabus format for all courses and ensure that all multiple section courses share common sets of learning outcomes so that delivery of content across those sections would be more consistent. The written notification of our re-accreditation from the MSCHE reiterated these concerns and gave the College an April 1, 2009 deadline to show evidence that we are meeting these conditions.*

*The proposal below draws on the specific requirements communicated to York's Middle States Co-Chairs by the Site Visiting Team, and incorporates long standing York College Curriculum Committee requirements regarding syllabi that accompany course proposals.*

*This guidance from Middle States comes at a propitious time in the work of the College, as we embark on implementing our Outcomes Assessment Plan and reforming General Education. A standardized syllabus format will help achieve both of those goals.*