



## SYLLABUS GUIDELINES

*These guidelines support and extend COMTA Accreditation Standard II.C. As such, institutions and programs must demonstrate compliance to both.*

*STATEMENT OF PURPOSE: The syllabus is the implementation tool for the course curriculum. It also serves as a written contract between school and student on the expectations for the course, serves as a record for student learning in the future, and increases student success through full disclosure of expectations. Therefore, it is essential that a syllabus be clearly developed and distributed at the beginning of each course and it be followed consistently. Schools may submit examples of instructor syllabi from a particular term or submit generic syllabi to serve as an example.*

Every syllabus should include the following:

1. Course title
2. Course description
3. Course learning objectives
4. Total number of instructional hours and credits
5. General class meeting schedule
6. Resources needed (including required texts, equipment & supplies)
7. Evaluation methods
8. Performance standards for grading\*
9. Attendance & make up policies
10. Topic outline (showing schedule of classes with content addressed and exam dates)

The Commission has deemed these elements important for student success. In addition, it should be noted that this information is valuable to COMTA peer reviewers to verify compliance with several standards. For example, the general schedule of classes verifies that all hours are taught and credits have been calculated correctly. The topic outline allows reviewers to verify compliance with COMTA Curriculum Competencies.

**\*Performance Standards:** These are different than a list of the evaluation methods (required assignments & tests). The Performance Standards are essential for students to know *how* to pass a class. This can be points, percentages, and/or grading scale. If the course is pass/fail, the level to pass must be clearly defined for students.