Idaho State University

College of Education

Department of Human Performance and Sport Studies

Course Prefix, Number, Title Instructor’s Name

#Credits Office Location

Semester Phone Number/email address

Time & Days of the Course Office Hours

COURSE DESCRIPTION

This should reflect the 40 words catalog description, but may be expanded beyond the 40-word limit required for the catalog. The description should include an explanation of any prerequisites required for this course (or this information could be in a separate section).

TARGETED STANDARDS

For courses in the undergraduate Teacher Education Program, the targeted Core Standards for Beginning Teachers are listed; for courses in advanced educator preparation programs, the targeted Core Standards for Advanced Professionals or specialty area standards are listed.

COURSE OBJECTIVES

Specific achievement targets for students that are aligned with targeted standards

COURSE CONTENT / SCHEDULE / ORGANIZATION

A description of how the course is organized and how it will be taught–topics listed align with targeted standards, course objectives, course content, and assessments. Example: an outline by date of the topics to be addressed in the course. At a minimum this section should have a column heading for *Date* and a corresponding heading for *Topic*. Additional optional columns might be: *Reading Assignments*, or *Assignment Due*. Please include the date and time of your final exam in the schedule.

COURSE TEXT / READINGS

Full APA bibliographic information for all assigned readings.

COURSE REQUIREMENTS / ASSESSMENTS

Required assignments, projects, field experiences, etc. and methods of assessing student performance relative to the course objectives [A description of each assignment and activity required for successful completion of the course, with the weighting of each assignment or activity in terms of its value in determining the final course grade.]

GRADING CRITERIA and GRADING SCALE

How grades will be assigned, please include a description of the grading scale (remember ISU is on the + - system). Methods for assessing student performance should match (or sample in a representative fashion) the targeted standards and PDK indicators; hence, course assessments should include assessments of knowledge, skills/abilities (performance), and dispositions. The contribution of participation and/or attendance to the final grade should be clearly specified.

The Division of Teacher Education adopted the grade scale below on October 25, 2002.

A = 94 - 100

A- = 90 - 93

B+ = 87 - 89

B = 84 - 86

B- = 80 - 83

C+ = 77 - 79

C = 74 - 76

C- = 70 - 73

D+ = 67 - 69

D = 64 - 66

F = Below 63

REASONABLE ACCOMMODATION FOR STUDENTS WITH DISABILITIES

If you have a diagnosed disability or believe that you have a disability that might require “reasonable accommodation” on the part of the instructor, please call the Director, ADA & Disabilities Resource Center, 282-3599. As a part of the Americans with Disabilities Act, it is the responsibility of the student to disclose a disability prior to requesting reasonable accommodation.

STUDENT CONDUCT (Optional)

Statements of instructor expectations with respect to students conduct while in the class and/or while participating in field experiences. Topics might include such issues as entering and leaving the classroom on time, use of communication devices, bringing children into the classroom, bringing food or drink into the classroom, etc. Students should also be referred to policy documents when available (e.g. the ISU Student Code of Conduct). Additionally, sections from such documents could be reprinted in this section of the course syllabus (e.g., the ISU copyright, plagiarism, and computer use policies would be appropriate to reprint in the syllabus for a course dealing with instructional technology).

OTHER SECTIONS (if appropriate)

Additional sections of the syllabus could include supplemental information such as special procedures for obtaining field placements, documenting fieldwork, APA style requirements for written assignments, information about how to obtain a computer account, etc.

EVALUATION OF COURSE AND INSTRUCTOR

A statement that the College of Education course evaluation forms will be distributed at the end of the semester.

Attach a Copy of the College of Education Conceptual Framework + Standards

Syllabus Format Revised: 6/27/01