I. **Course Description**: Catalog description. This should be a direct match for all course content, requirements and activities.

II. **Course Purpose**: Relevance of course to general education, majors or potential professional interests. Does the course provide a unique perspective or serve as a building block for subsequent learning experiences?

III. **Support Services Available for Students**: NIU Writing Center, Chance Tutoring, Library Research Desk, etc.

IV. **Student Learning Objective (Outcome)**: General Education Goals: 

   For each Student Learning Objective and General Education Goal, identify the traditional (test) or performance assessment to be used to measure student achievement. One assessment (traditional test or performance) may be used to measure multiple learning objectives or general education goals, but all objectives and goals should be aligned with a corresponding assessment procedure.

V. **Class Schedule of topics, events, sources, activities, assignments, assessment and due dates**: 

   Create a table of columns listing the above.

<table>
<thead>
<tr>
<th>Date, Class # or Week #</th>
<th>Topic:</th>
<th>Text Chapters</th>
<th>Learning Activities</th>
<th>Assignments</th>
<th>Due Dates (List anything due by date including assessments)</th>
</tr>
</thead>
<tbody>
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</table>

VI. **Course Requirement Explanation**: 

   Describe all required work individually, e.g. papers, projects, tests, case studies, team or group assignments, expectations, etc. Provide a copy of scoring/grading rubrics so that students know on DAY 1 of the course exactly what is expected, the criteria, grade value and how it is to be scored or graded (rubric).

VII. **Text(s)**: List title, authors, etc. of all texts required and list all major bibliographic sources where students can go for additional information from “guru” sources.

VIII. **Cheating Policy**: Provide or refer to the NIU Judicial Code and cheating policy.

IX. **Professor or Instructor’s Role**: Describe your role and responsibilities, e.g. lectures, grading, coach, learning facilitator/director, etc. The “teaching” role has changed as reform moves forward from “knowledge provider” to coach, facilitator or inquiry/discovery director and lead students onto the path of building their own knowledge through more authentic learning experiences. Professors are positioned differently for student-centered curriculum and teaching vs faculty(teacher)-centered teaching.

X. **Course or Professor’s Notes**: 

   This is where you establish any special policies for special situations. For example, points to be deducted for unexcused absences, tardiness, or late assignments, dress code, classroom language, requirements to use the Writing Center, etc.