

# Course Outline & Course Syllabus

This document outlines the difference between the course outline and the course syllabus. This information reflects the [CNC Policy E-1.31: Course Outline and Course Syllabus](#) approved April 13, 2021.

**The course syllabus as a planning tool.** Instructors should use the Education Council approved course outline as a place to begin planning their course. And students should use the course syllabus to plan their semester's work.

**The course outline and the course syllabus as a contract.** The course outline serves as a contract outlining the agreement between the College and the instructor and the College and other academic institutions including external and accrediting agencies. In the form of learning objectives, it outlines the content the instructor will teach. The course syllabus is an agreement between the instructor and the student concerning content, deadlines, evaluation measurements, and academic policies.

**Both the course outline and the course syllabus are legal documents.**

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*Both of these documents should reflect principles of fairness, integrity, and academic honesty.*

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## Course Outline:

This is the "official" Education Council approved course outline. The purpose of this document is to provide faculty with an EdCo approved course structure and the required elements to ensure consistency between course sections and to facilitate transfer credit agreements between institutions.

The course outline is required to have the following information:

- course code, number, and title;
- course contact hours and number of credits;
- course and calendar description, prerequisites, corequisites, any cross listed courses;
- learning outcomes;
- grading scale;
- required textbooks and/or course materials;\*
- required assessments and their relative weighting;\*

\* these are usually only included if required by an external accrediting agency.

## **Course Syllabus:**

This is the document that instructors supply to their students. The purpose of this document is to provide students with sufficient information to make informed enrolment decisions about a course and plan the progress of their course work.

The course syllabus is available from the specific School of studies and should include the following:

- all of the above course outline information;
- instructor name(s), contact information, and office hours;
- detailed course content, including the sequence of topics, tentative dates, labs, etc.
- college and/or departmental policies related to student progress and academic integrity (a statement regarding plagiarism);
- textbooks and/or course materials (in addition to those listed on the course outline)
- assessments and their relative weighting (in addition to those listed on the course outline)

## **Responsibilities of the Instructor:**

- Each instructor will develop a course syllabus that is consistent with the course elements approved by EdCo.
- Make the course syllabus available to students in a timely manner, ideally on or before the first day of classes, but no later than the end of the first week of classes. If you are using Moodle, it is good practice to add a copy of the course syllabus in your Moodle shell.
- Maintain the learning objectives and external/accreditation requirements and the other essential components of the course outline.
- Submit a copy of the course syllabus to the appropriate Educational Administrator.
- Include information as applicable (provide links when possible):
  - Academic Conduct (E-1.29)
  - Student (Non-Academic) Conduct (E-1.45)
  - Accommodations for Students with Disabilities (E-1.09)
  - College required statements such as:
    - Classroom based research involving human or animal subjects (based on the Applied Research at the College of New Caledonia policy (E-1.39)
    - Using technology that stores information outside of Canada (this statement can be found in the [Course Outline and Course Syllabus Procedures](#) page.
  - Other relevant departmental policies.

Remember that while you may have reviewed your outline with your students on the first day of class, they might not refer back to it throughout the term. Be sure to reiterate critical information such as deadlines and course policies that you wish to highlight.

### Responsibilities of the Student:

- Understand the information included in the course syllabus and to seek clarification from the instructor in a timely manner.

### Other Considerations:

- If you have online components in your course, consider adding a Netiquette guide.
- Letting students know the best way to contact you and your typical response time.
- Any expectations or policies you have regarding absenteeism, late or missing assignments, and punctuality.
- If you have preferences regarding students recording your lectures, this is a good place to add that information.
- Information to student supports, such as:
  - [Testing and Tutoring Centre](#)
  - [Aboriginal Resource Centre](#)
  - [Accessibility Services](#)
  - [Library](#)
  - [AskAway Chat Reference Service](#)
  - [WriteAway Online Writing Help](#)
  - [Academic Advising](#)
  - [Health and Wellness](#)
  - [Wellness Coaching and Counselling](#)
  - [Plagiarism Resources](#)
- Relevant academic dates, such as the add/drop date.

### References:

College of New Caledonia. (2021). Education council: Course outline and course syllabus policy. *Policies*. Retrieved from: <https://tools.cnc.bc.ca/CNCPolicies/PolicyFiles.ashx?attId=232>.

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University of Lethbridge. (2021). Constructing a course outline or syllabus. Teaching Centre. Retrieved from: <https://www.uleth.ca/teachingcentre/constructing-course-outline-or-syllabus>.

University of Waterloo. (n.d.). Creating course outlines. Centre for Teaching Excellence. Retrieved from: <https://uwaterloo.ca/centre-for-teaching-excellence/teaching-resources/teaching-tips/planning-courses/course-design/creating-course-outlines>.

Compiled by CTL.

Course Outline and Course Syllabus. Last updated 2021.06.02