

Writing Effective Syllabi

Patricia Tritt, RN, MA
Michael Miller, EdD, RN, NRP



1

Credible Education
through Accreditation

Writing Effective Syllabi

Syllabus

What is a syllabus?

Latin = list

- The noun *syllabus* comes from the Late Latin word *syllabus*, meaning "list." When you teach a class you may be required to make an outline of what you will expect the students to do in your class. That's the syllabus. A syllabus could vaguely mention the topics that will be covered each week or it can be a detailed synopsis of every reading assignment, homework expectation, and exam question. Syllabus style is the teacher's choice. The syllabus is a "contract between faculty members and their students, designed to answer students' questions about a course, as well as inform them about what will happen should they fail to meet course expectations." ^[3] It is also a "vehicle for expressing accountability and commitment". Over time, the notion of a syllabus as a contract has grown more literal but is not in fact an enforceable contract.



Pat

2

What Is a Syllabus?

- Outline subjects in a course of study
- Informs students about what will happen should they fail to meet course expectations
- Sets the tone for the course
- Sets expectations
- Established goals and objectives
- Outlines grading/assessment
- Serves as a roadmap
- Promotes transparency
- Serves as a resource

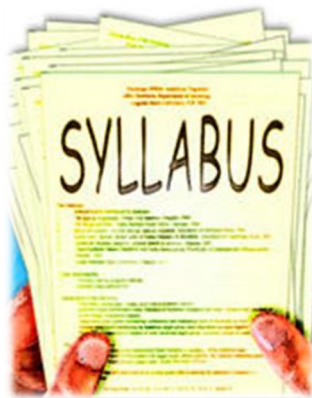


Pat

3

What Is a Syllabus?

A syllabus is *not* a schedule

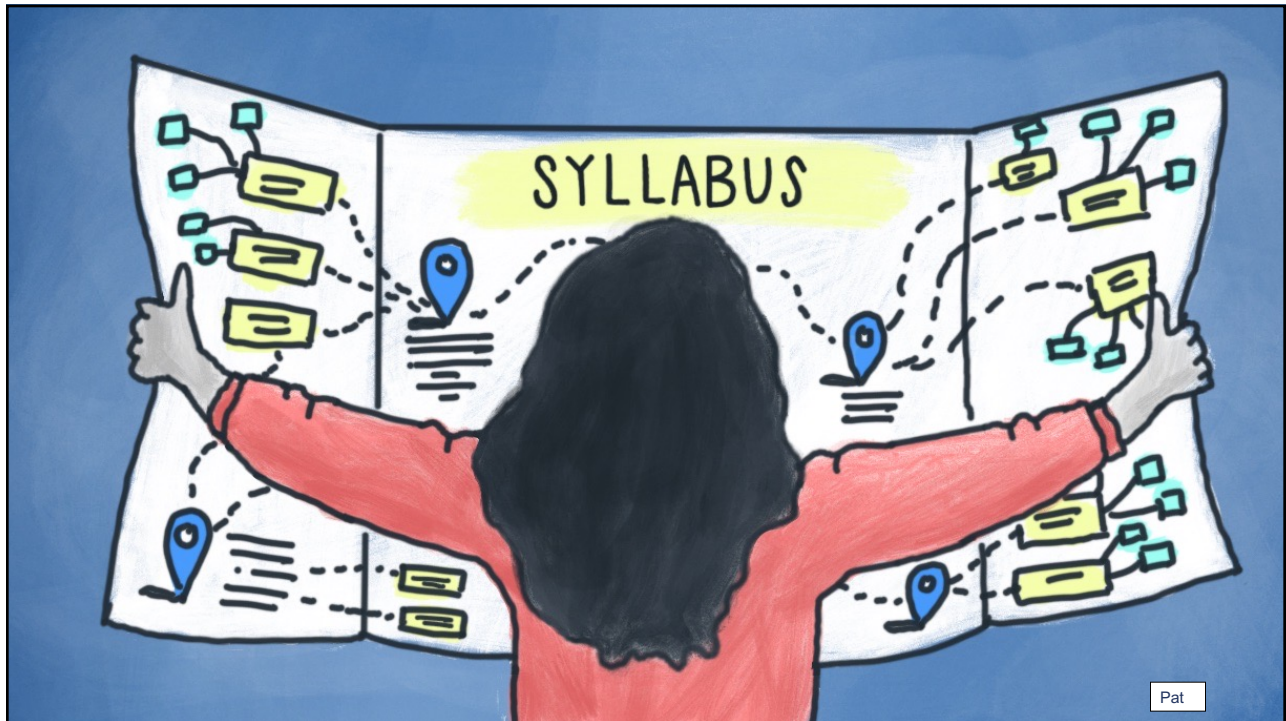


Section: EMS-120 Module I		MODULE I		Delivery Codes
Schedule: Mon, Wed, Fri 9:00AM - 12:50 PM				In-Person Learning: Discussion, Activity, Lab, Exam
Sat Blended (Online)				Asynchronous Learning: Self Study, Assignment
Date	Delivery Type	Chapters	Original, Protocols, Reminders, and Misc. Content	
Monday, August 14, 2023	Discussion	Mod 1 Orientation	1	Health physical and immunization records due.
	Discussion	Historical Prehospital Emergency Medicine	1	SOP: Appendix - Basic Disposition for Spine, Transport
	Assignment	EMS Systems	2	SOP: Appendix - Hospital Contact Information
Wednesday, August 16, 2023	Assignment	Paramedic Orientation Quiz (Online)		
	Discussion	Pre-Quiz: Ch. 1-4 (Due by 9:00 AM)	3	SOP: Introduction
	Discussion	Rules and Responsibilities of the EMS Practitioner	3	SOP: EMS Scope of Practice
Friday, August 18, 2023	Discussion	EMS Safety and Wellness	4	SOP: Acronyms and Abbreviations - "B"
	Discussion	Pathophysiology (Part 1)	19	SOP: Acronyms and Abbreviations - "B", "C", "K"
Saturday, August 19, 2023	Assignment	Supplicational Quiz	1-4	Pre-Quiz and Homework - Mandatory
Monday, August 21, 2023	Discussion	Pre-Quiz: Ch. 5-6 (Due by 9:00 AM)	5	SOP: Acronyms and Abbreviations - "D", "E"
	Discussion	EMS Research	6	
	Discussion	Public Health	6	
Wednesday, August 23, 2023	Assignment	Pre-Quiz: Ch. 8, 25, 30 (Due by 9:00 AM)	9	SOP: OLMC Report / Handoff Reports
	Discussion	EMS System Communication	25	SOP: Acronyms and Abbreviations - "F", "G", "H"
	Discussion	Therapeutic Communication	30	
Friday, August 25, 2023	Discussion	Documentation	19	SOP: Acronyms and Abbreviations - "I", "J", "K"
Friday, August 25, 2023	Discussion	Pathophysiology (Part 2)	19	SOP: Acronyms and Abbreviations - "I", "J", "K"
Saturday, August 26, 2023	Assignment	Mx/BAZ/Tab* Online	1-6, 9, 25, 30	Pre-Quiz and Homework - Mandatory



Pat


4



5

Credible Education
through Accreditation


What Is a Syllabus?



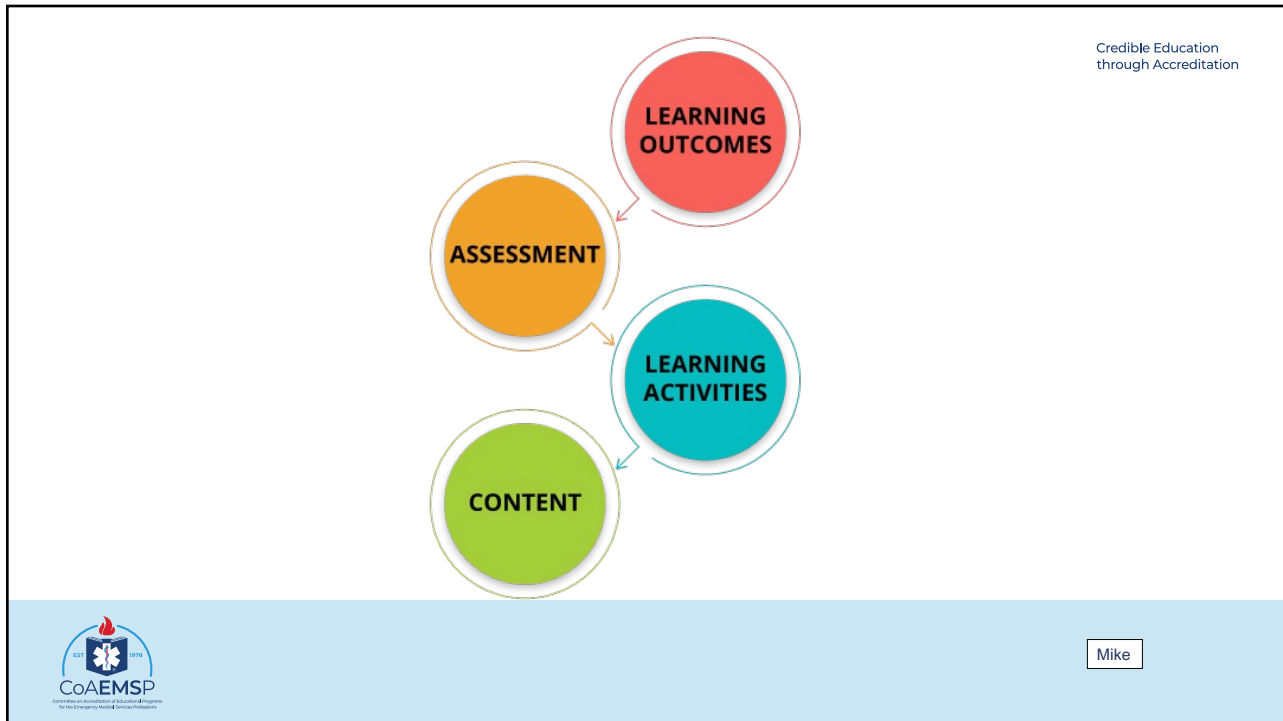
**KEEP
CALM
AND
READ THE
SYLLABUS**

Syllabi
vs.
Student Handbook
or Student Manual

Mike



6



7

Credible Education through Accreditation

Components of a Syllabus

Required components in the CAAHEP Standards, at a minimum

- Course description
- Course objectives
- Methods of evaluation
- Topic outline
- Competencies for graduation/program completion

EST 1978
CoAEMSP
Committee on Accreditation of Educational Programs for the Emergency Medical Services Professions

Mike

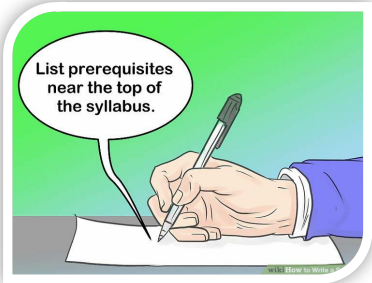
8

Credible Education
through Accreditation

Components of a Syllabus

Basic course information

- Course description
- Hours and/or days and times
- Prerequisites
- Attendance
- Instructor information
- Credits (if applicable)



Mike

EST 1978
CoAEMSP
Committee on Accreditation of Educational Programs
for the Emergency Medical Services Professions

9

Credible Education
through Accreditation

Components of a Syllabus

Goals vs. Learning Outcomes

- Broad versus specific objectives
- Design to measure outcomes
- Design assessment tools to align with objectives/outcomes
- Design activities to meet objectives/outcomes
- Course outline/topics

Mike

EST 1978
CoAEMSP
Committee on Accreditation of Educational Programs
for the Emergency Medical Services Professions

10

Credible Education through Accreditation

Components of a Syllabus

Include the learning domains

- Cognitive
- Psychomotor
- Affective

Psychomotor (manual, physical skills)

Affective (attitude and self)

Cognitive (mental skills and knowledge)

Mike

11

Credible Education through Accreditation


Components

- Course materials, requirements
- Textbooks
- Other required equipment or materials
- Required electronic device/technology
- Online access

Mike


12

Credible Education through Accreditation



Components

- Course policies
- Course schedule/calendar
 - Include labs
 - Include quizzes and exams
- Clinical or field experience days as applicable
- Due dates for assignments
- Statement on right to modify




Mike

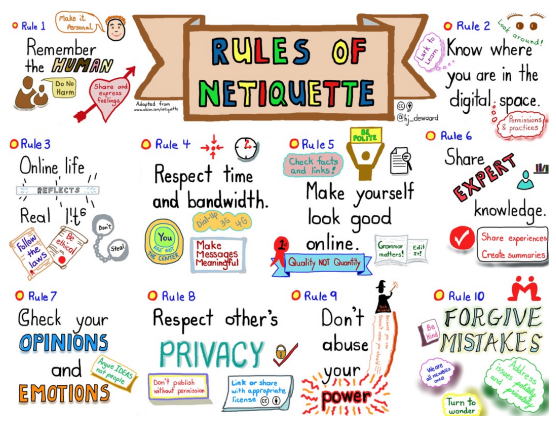
13


Credible Education through Accreditation

Components of a Syllabus



Consider adding course norms





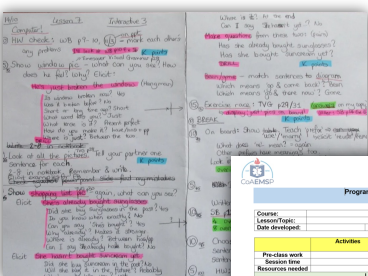
Pat

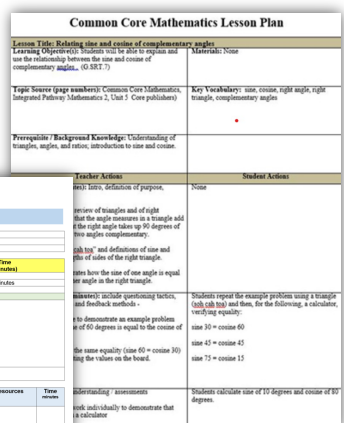
14

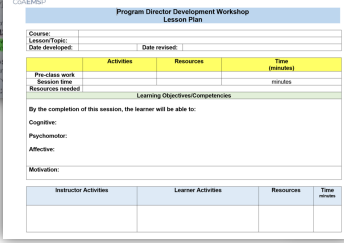
Credible Education
through Accreditation

Relationship between the syllabus and lesson plans

Components of a Syllabus







Pat


15

Credible Education
through Accreditation

Preparation

Attention to


- Sloppy editing
 - Out of date / keep current / revise
- Scolding / added emphasis
- Consistency across materials



Pat

16


Credible Education
through Accreditation



CoAEMSP
Commission on Accreditation of Educational Programs
for the Emergency Medical Services Professions

Preparation

- Formats / templates
- College required
- Program option
- Include program policies or include in Student Handbook or Manual?
- Student signature?



Pat

17

Credible Education
through Accreditation

Paramedic Certificate Course Competency Based Syllabus January 2023

Course Number Paramedic EMS 171		Course Title: Paramedic Preparatory, Pharmacology, Airway Management, and Trauma Patient Management Didactic course			Credit Hours 6
Hours: 90 hours Outside hours: 45	Lecture/Discussion 90 hours	Lab/Simulation 0	Clinical 0	Field 0	

Course Description: Topics include: roles and resp and communications, documentation, ethics, ambular awareness, hazardous materials incidents, terrorism, Pharmacology includes the pharmacodynamics and p administration techniques, and therapeutic commun medication mathematics, intravenous fluid and oxyge airway management, surgical and non-surgical airwa airway management and ventilation, Traumatic emerg assessment and management of adult and pediatric ; systems.

Paramedic Certificate Course Competency Based Syllabus January 2023

Course Number EMS 275		Course Title: Paramedic Capstone Field Internship			Credit hours 4
Hours: 200 Minimum Outside hours: 0	Lecture/Discussion 0	Lab/Simulation 0	Clinical 0	Field 200	

Course Description: This course provides an opportunity to apply clinical concepts, strategies, and skills in a supervised field setting as a Paramedic intern. The capstone field internship occurs after all core didactic, laboratory, clinical experience, and field experience has been successfully completed. This experience allows the student to assess and manage patients in the prehospital environment where the student progresses to the role of team leader. Minimum team lead experience is established and is based on the depth and breadth of the Paramedic profession and must be successfully completed by each student. In addition, all required minimum patient contact types, skills, and age groups must be successfully completed/performed. The capstone field internship includes a minimum number of 200 required hours. Additional hours may be required when Program faculty initiate a performance improvement plan (PIP) to insure competency. All students are expected to satisfactorily complete the capstone field internship within 200 hours.

Pat

18

Credible Education through Accreditation

EDUCATIONAL PSYCHOLOGY
 Counseling and Educational Psychology Department
 De La Salle University
 Third Trimester AY 2013-2014

Course Code: **EDUPSYCH**
 Type of Course: **Lecture**
 Faculty: **Maria Cristina J. Santos, M.S., M.Ed.**
 Schedule/Room: **9:40-11:10 (MW)/A1704**
 Consultation Hours: **By appointment**
 Contact Details: **Counseling and Educational Psychology Department**
 Dr. Andrew Gonzales Hall 1009
 ma_santos14@yahoo.com
 maria.cristina.santos@dlsu.edu.ph

Course Description
 EDUPSYCH is a three-unit course that provides an overview of educational psychology and an exposure to research in the field. The course also explores and examines different theories in educational psychology and their application in the classroom course highlights the practitioner-researcher approach in the analysis of classroom problems in the design of teaching-learning interventions.

Learning Outcomes
 LO 1: Distinguish between the different theories of psychosocial and cognitive development as applied in the learning and teaching process.
 LO 2: Propose teaching strategies that can help address individual differences among learners as anchored on established learning models.
 LO 3: Suggest ways in promoting multiculturalism and diversity in the classroom.
 LO 4: Design a learning plan for a specific topic/subject.
 LO 5: Engage in a critical evaluation of theories that explain practices in learning instruction.
 LO 6: Develop a teaching philosophy that is reflective of one's value system.

Learning Outputs
Development of Learning Plan & AV Instructional Materials: Students will develop flexible and creative learning plan and will select one of the following topics which be presented in the class.

The Art Institute of Austin
A Branch of The Art Institute of Houston, TX

WEB MARKETING

FASHION & RETAIL MANAGEMENT 420

Instructor: Kelly L. Jondle, Ph.D. (AHD)
E-Mail: kjondle@aia.edu
Time/Place: TH, 1:00 pm – 4:50 pm, Rm. 153
Office Hours: By appointment only
Course Length: 11 weeks
Estimated Effort: 2 hours/course hour


Required Text: Zarella, D. (2009). *The social media marketing book*. California: O'Reilly Media, Inc.
Required Supplies: Paper, pen/pencil, highlighter, binder, magazines/catalogs, field trip/project cost, computer/access, Internet, **assignment book**

Course Description: This course focuses primarily on marketing on the Web, addressing the elements and requirements of information distribution, advertising, or sales in this new medium. The content of the course includes an overview of major online services, portals, and developing content aggregators. Students learn how to modify traditional marketing theories and strategies as well as the demands and opportunities unique to the Web. One of these opportunities receives special attention: using server push or other push technologies to develop "shows" or "magazines" online. (3 units). Prerequisite: IGT105 Digital Imaging.

Course Competencies: Upon completion, the student will be able to:

1. Identify the major distributors and online outlets for content in the present marketplace.
2. Delineate the various current models for making money on the Internet.
3. Recognize the various types of Web sites and identify the successful strategies of each one.
4. Analyze various types of content models to identify successful content strategies.
5. Research and understand various workable fiscal strategies.
6. Demonstrate skill in researching content and marketing issues in the public and trade press as well as by using online and published sources.
7. Discuss the use of push technologies to send data to individual computers or clients.
8. List the major software applications for incorporating push technologies into a Web site.
9. For each software application, identify the required computer, server, and network resources necessary to set up the application.

Pat



CoAEMSP
Coastal Area Emergency Medical Services Program
 for the Emergency Medical Services Professions

19

Credible Education through Accreditation

Enter course name - Syllabus

Instructor	Type your name here	E-mail	Type your e-mail address
Phone	Type your phone number here	Office Hours	Type the hours you will be
Office	Type Office location here		

Text:
 Type required texts here.

Description:
 Type a description of the course here.

Goals:
 Type Goal 1 of the course here.
 Type Goal 2 of the course here.
 Type additional goals here.

Requirements:
 Enter required activities and projects here.

Description:
 Type a description of the course here.

Winston-Salem State University
 Department of Mass Communications
 Fall 2009

Course Syllabus: MCM 3321 – Media Presentation 3 Semester Credit Hours

Instructor: Dr. Brian Blount

Office: Hall-Patterson Room 114

Office Hours: M 10:00 AM – 11:00 AM
 W 10:00 AM - 1:00 PM
 F 10:00 AM - 1:15 PM

Office Telephone: 336-750-3343


Email: blountb@wssu.edu

Required Textbook
Television and Radio Announcing, 11th Edition; Hyde, Stuart W.; Boston: Allyn & Bacon, 2009.

Technology Resources
 1) Inexpensive headset with microphone. 2) Two to three CD-R or RW audio diskettes or a USB storage device (2G or more portable disk drive). 3) One notepad of any size to log and document all critiques from the coaching sessions.

Course Description
 This course will cover the major aspects of radio, television, and new media delivery processes through the effective use of relevant media and technology. Course highlights include usage of

Pat



CoAEMSP
Coastal Area Emergency Medical Services Program
 for the Emergency Medical Services Professions

20

Credible Education through Accreditation

Assignments

This course has multiple assignments in order to give you multiple opportunities to learn the grade you want. Every assignment has a 30-day grace period, which means you should expect to have a 30-day grace period for each assignment. You will have 2 hours of class time per week to do your work. All assignments are on Blackboard, and will be submitted through Blackboard. All assignments and quizzes are due on Thursdays at 12:30pm. You are responsible to know and adhere to the deadline dates and times.

Quizzes - Each quiz is worth 50 points, and has 20 multiple-choice questions. Each question is worth 5 points. The questions will be based on the reading and other materials that we have covered up until the quiz due date. The questions both the description of the quiz and the quiz will be made available the Friday before the following Thursday at 12:30pm. This gives you 5 days to read and review the material materials and take the quiz.

Weekly Written Assignments - Each assignment has 3 questions, each worth 20 points, making the total weekly assignment worth 60 points. Each assignment is worth a total of 600 points. Each assignment will be based on those films and/or readings that we have covered up until the assignment due date. You are responsible to know and adhere to the deadline dates and times.

Extra Credit Assignments

Français 1

Madame Faribough 2015-2016
Français1@membrunhschool.org
Schooling name? Link?

Standards-Based Grading
You'll be graded on your mastery of content, not just on your assignment.

Attendance:
It is your responsibility to make up work that you missed. Refer to your weekly syllabus, and check your class folder and Schoology for missing work.

Make up the work from that day by Friday of the same week.

Laptops are to be closed until told to utilize them.

Bring your device charged each day.

Consequences:
1. Warning
2. 1:1 talk
3. Parent Contact
4. Detention
5. Office Referral

Organization of Course | Lectures: Thursdays 10:30am to 12:20pm

Lectures Tutorials Readings Assignments

Evaluation

Quizzes	20%
Participation	5%
Online	20%
Assignment 1	10%
Assignment 2	15%
Fall Exam	15%
Winter Exam	15%

Course Description

From the arrival of its first human inhabitants tens of thousands of years ago to its increasingly globalized modern population, the Canadian state has undergone numerous transformations. This course will examine the history of Canada from its earliest times to the present focusing of key transformations in the country's environmental, social, political, economic and cultural history.

Schedule

WEEK 1 Why Canadian History?	WEEK 2 Indigenous America	WEEK 3 French Colonial Society	WEEK 4 Fur and the French Empire	WEEK 5 Atlantic Colonies	WEEK 6 The Fall of New France	WEEK 7 Revolution of British America	WEEK 8 Fur Trade Frontier
WEEK 9 Colonial Life and Empire	WEEK 10 Politics, Conflict, and Rebellion	WEEK 11 Confederation and the Birth of Canada	WEEK 12 The Canadian Empire	WEEK 13 Labour and Capital	WEEK 14 Reform Movements	WEEK 15 War Society	WEEK 16 Farmer Labour Revolts
WEEK 17 Depression and Dissent	WEEK 18 Total War	WEEK 19 Post-War Society	WEEK 20 Next to an Elephant	WEEK 21 Limited Identities	WEEK 22 Indigenous People	WEEK 23 Neo-Liberalism	WEEK 24 21st Century Canada

Pat

21

Credible Education through Accreditation

Preparation

How many syllabi?

- Didactic
- Laboratory
- Clinical
- Field experience
- Capstone field internship

5

Pat

22

How to Use

- Post on online platforms (PDF)
- Review on day one of class
- Refer students as needed
- Consistency with other program documents
- Consistent application
- When changes are required mid-stream
- Maintain as part of the cohort file



Mike

23

How to Use

Make the syllabus a
meaningful document!




Mike

24

Credible Education through Accreditation

Comments

Recommendations and suggestions?



CoAEMSP
Committee on Accreditation of Educational Programs
for the Emergency Medical Services Professions

25

Credible Education through Accreditation

***Accreditation is
an everyday
maintenance
activity!***



CoAEMSP
Committee on Accreditation of Educational Programs
for the Emergency Medical Services Professions

26

Credible Education
through Accreditation

IT'S IN THE SYLLABUS

This message brought to you by every instructor that ever lived.
WWW.PHDCOMICS.COM
"Piled Higher and Deeper" by Jorge Cham