

Program Approval Syllabus Elements

Yes or No	Required Item	Description of Required Item
	<i>Educator Details</i>	Educator Details: Name, contact information such as email, phone number, office hours, etc (as applicable)
	<i>Course Details</i>	Course Details: Course name, course number, days and times the course meets, credit hours etc (as applicable)
	<i>Course Description</i>	Course Description: A brief overview of what the course will cover for the term or year. This should align to the descriptions found on the Secondary CTE Pathways Page: http://coloradostateplan.com/secondary-pathways/
	<i>Competency/Performance Indicator</i>	Competency/Performance indicator: Describe what the student should understand or be able to do as a result of taking your course. This should align to competencies found on the Secondary CTE Pathways Page: http://coloradostateplan.com/secondary-pathways/
	<i>Course Calendar</i>	Course Calendar: Provide students a map of the daily or weekly activities and due dates. If you aren't sure about some activities, it's okay to put TBA in those spaces; just having the spaces set up will help you and your students plan for the semester/year etc. It's also a smart idea to include some kind of "subject to change" language about specific due dates and activities; this will give you some flexibility to adjust the schedule as needed. It is suggested that the "Outcomes/Measurements" from the Colorado CTE Scope and Sequencing Documents are reflected in the calendar where applicable. These can be found at: found on the Secondary CTE Pathways Page: http://coloradostateplan.com/secondary-pathways/
	<i>Course Format</i>	Course format- i.e. organization, online, concurrent enrollment, etc.
	<i>Required Texts and Resources</i>	Required Texts and Resources: List all required textbooks, other books, online resources and subscriptions, or other materials students must have to take the course.

Other Elements for Consideration

Course Requirements/Assignment List: Describe how students will be graded in the course. What assignments will you give? Will there be tests and quizzes? If each one is worth a certain number of points, specify that here. I found that rather than try to weigh assignments or make them a certain percentage of the grade, it was simplest to just assign points to every assignment, including tests, then calculate student grades as a percentage of the total points possible.

Accommodations Statement: Connect with local leaders to find out what you are required to include on your syllabus about accommodating individuals with disabilities.

Communication Protocols: Specify how often and through what channels students should be accessing course information, looking for updates and announcements, and contacting you. Because we have so many different means of communicating (online bulletin and discussion boards, social media, email and texting), it's important to tell students exactly which channels they should be on for your course and how often you expect them to check those channels.

Academic Policies and Procedures: Explain how assignments should be submitted, along with your policy on late work, resubmissions, and plagiarism/academic integrity.

Other Protcols Related to Classroom Management and Behaviors: Such as attendance, electronics, food in the lab space, etc (or link to student handbook)