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**Dual Enrollment Work-Based Course Syllabus Template**

**[Course Name]**

[Course Code]  
Class Meeting Time(s) and Location(s):

Worksite Learning Meeting Time(s) and Location(s):

[Semester and Year]

**INSTRUCTOR(S) NAME(S) AND CONTACT INFORMATION, e.g.**

[Email address]

[Office location; phone]

[Office hours]

**Course Description**

*[Insert course description here, including details around traditional classroom time vs. the work-based learning component that is embedded in the course. Please include light details around course content and graded activities.]*

**Student Learning Outcomes**

Students who complete this course successfully will be able to:

1. Insert classroom learning outcome here
2. Insert classroom learning outcome here
3. Insert classroom learning outcome here
4. Insert worksite learning outcomes here
5. Insert worksite learning outcomes here
6. Insert worksite learning outcomes here

**Required Texts, Materials, or Equipment**

* [Insert textbooks, equipment, or any other miscellaneous course material needed here]
* Include any materials, texts, or equipment needed for learning that happens at the worksite

**Schedule**

|  |  |  |  |
| --- | --- | --- | --- |
| **WEEK** | **TOPIC** | **ASSIGNMENTS** | **LEARNING AT THE WORKSITE**  **SCHEDULE & CONTENT** |
| Week 1  [DATE - DATE] | *Insert Course Topic Here* | *[Insert course assignment here (exam, final presentation, etc.)]* | EXAMPLE: Students will be meeting at Employer A on Tuesday and Thursday from 12–2 p.m. Students will be focusing on \_\_\_\_\_\_\_\_\_\_ with Employer A. |
| Week 2  [DATE - DATE] | *Insert Course Topic Here* | *[Insert course assignment here (exam, final presentation, etc.)]* |  |
| Week 3  [DATE - DATE] | *Insert Course Topic Here* | *[Insert course assignment here (exam, final presentation, etc.)]* |  |
| Week 4  [DATE - DATE] | *Insert Course Topic Here* | *[Insert course assignment here (exam, final presentation, etc.)]* |  |
| Week 5  [DATE - DATE] | *Insert Course Topic Here* | *[Insert course assignment here (exam, final presentation, etc.)]* |  |
| Week 6  [DATE - DATE] | *Insert Course Topic Here* | *[Insert course assignment here (exam, final presentation, etc.)]* |  |
| Week 7  [DATE - DATE] | *Insert Course Topic Here* | *[Insert course assignment here (exam, final presentation, etc.)]* |  |
| Week 8  [DATE - DATE] | *Insert Course Topic Here* | *[Insert course assignment here (exam, final presentation, etc.)]* |  |
| Week 9  [DATE - DATE] | *Insert Course Topic Here* | *[Insert course assignment here (exam, final presentation, etc.)]* |  |
| Week 10  [DATE - DATE] | *Insert Course Topic Here* | *[Insert course assignment here (exam, final presentation, etc.)]* |  |
| Week 11  [DATE - DATE] | *Insert Course Topic Here* | *[Insert course assignment here (exam, final presentation, etc.)]* |  |
| Week 12  [DATE - DATE] | *Insert Course Topic Here* | *[Insert course assignment here (exam, final presentation, etc.)]* |  |
| Week 13  [DATE - DATE] | *Insert Course Topic Here* | *[Insert course assignment here (exam, final presentation, etc.)]* |  |
| Week 14  [DATE - DATE] | *Insert Course Topic Here* | *[Insert course assignment here (exam, final presentation, etc.)]* |  |
| Week 15  [DATE - DATE] | *Insert Course Topic Here* | *[Insert course assignment here (exam, final presentation, etc.)]* |  |

**Homework**

*[Briefly describe what students will be required to do to prepare for class and/or to complete homework assignments.]*

**Major Assignments**

*[Include a brief description of each of the graded components in enough detail that a student reading the syllabus will have a good, general understanding of the amount and type of required work*.]

**Class Participation**

*[Describe the function of student participation within the course, as well as your expectations for how students should participate in class. This information should include whether participation is required, how it is assessed, etc.]*

**Course Grading**

*[Insert here statement on grading approach or philosophy. It should include details that students will receive a grade that is based off both their class and work-based learning performance.]*

**Grading breakdown**

* Exams: \_\_\_\_\_% **of total grade**
* Labs: \_\_\_\_\_% **of total grade**
* Quizzes: \_\_\_\_\_% **of total grade**
* Discussion Posts: \_\_\_\_\_% **of total grade**
* **Worksite Learning Experience: At least 20% of total grade**

**Sample Grade Cutoffs**

90% A

80% B

70% C

For more information related to this course, please contact \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ at \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

***[Insert College Partner]* Policies**

**Syllabus Revision**

*[Insert language here related to the college partner’s policy around syllabi revisions]*

**Example:**

*The course syllabus sets forth the expectations for the course content, work, and grading, as well as expectations for student performance and conduct. The syllabus does not constitute a contract between the student and the instructor or the College. The information contained in the syllabus is subject to change at any time. Students will be notified if any changes are made. Though changes are possible, it is expected that the course will be conducted as described in the syllabus.*

**Attendance Policy**

*[Insert language here related to the college partner’s policy around attendance]*

**Example:**

*Students are expected to attend and participate in all scheduled classes, labs, or clinical sessions. Absences result in missed learning opportunities, lower grades, and, in many cases, failure of the course. Punctual and regular attendance enhances the likelihood of student achievement while also instilling habits that will prepare graduates for success in the workplace.*

*Each course syllabus will specify attendance requirements and the specific academic consequences entailed by those requirements.*

*Financial aid recipients are responsible for meeting attendance requirements for institutional, state, and federal aid in order to maintain eligibility.*

**Academic Misconduct**

*[Insert language here related to the college partner’s policy around academic misconduct]*

**Example:**

*Academic misconduct committed either directly or indirectly by an individual or group is subject to disciplinary action. Prohibited activities include but are not limited to the following practices:*

* *Cheating, including but not limited to unauthorized assistance from materials, people, or devices when taking a test, quiz, or examination; writing papers or reports; solving problems; or completing academic assignments.*
* *Plagiarism, including but not limited to paraphrasing, summarizing, or directly quoting published or unpublished work of another person, including online or computerized services, without proper documentation of the original source.*
* *Purchasing or otherwise obtaining prewritten essays, research papers, or materials prepared by another person or agency that sells term papers or other academic materials to be presented as one’s own work.*
* *Taking an exam for another student.*
* *Providing others with information and/or answers regarding exams, quizzes, homework, or other classroom assignments unless explicitly authorized by the instructor.*
* *Any of the above occurring within the online or distance-learning environment.*

**Grade Appeal**

*[Insert language here related to the college partner’s policy around grade appeal]*

**Example:**

*A student may only appeal a final grade if one or more of the following conditions exist:*

* *Error in the calculation of the grade*
* *Substantial deviation from the syllabus*
* *Clear violation of \_\_\_\_\_\_\_ (College) and/or the Tennessee Board of Regents policies*

*Students have a right to a clear explanation (from the instructor or dean, as appropriate) of actions taken by the instructor, such as how a grade was calculated. An appeal will not be considered because of general dissatisfaction with a grade, penalty, or outcome of a course. Disagreement with the instructor’s professional judgment of the quality of the student’s work and performance is also not an admissible basis for an academic appeal.*

**Non-Discrimination Statement**

*[Insert language here related to the college partner’s policy around non-discrimination]*

**Example:**

*\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_* *is an Affirmative Action/Equal Employment Opportunity employer and does not discriminate on the basis of race, color, religion, creed, ethnic or national origin, sex, sexual orientation, gender identity/expression, disability, age, status as a covered veteran, or genetic information, in its programs and activities.*

**Resources for Students**

**Accommodations for Students with Disabilities**

*[Insert language here related to the college partner’s resources and policy for accommodations to support students with disabilities]*

**Example:**

*Students who need accommodations because of a disability, have emergency medical information to share, or need special arrangements in case the building must be evacuated, should inform the instructor immediately, privately after class, or in the instructor’s office. Students must present a current accommodation plan from a staff member in Disability Services (DS) in order to receive accommodation in this course. Disability Services (www.pstcc.edu/sswd/) may be contacted via the Disability Services email address.*

**Writing Assistance**

*[Include specific information here on how students can get support with writing]*

**Tutoring Services**

*[Include information on how students can get support with tutoring]*

**Mental Health**

*[Include information on how students can get support with mental health]*

**Resources for Dual Enrollment Students**

*[Are there any resources specific for high school students? Include them here]*