**GENERIC SYLLABUS  
  
Purpose**

*Description of course (from catalog or equivalent, plus topics covered)*

*This section customarily includes the amount of credit, level of credit, liberal arts/non-liberal arts designation, how this course meets the* [*college learning goals*](http://www.esc.edu/policies/?search=cid%3D61278) *policy, role in meeting* [*SUNY general education requirements*](http://www.esc.edu/policies/?search=cid%3D36984) , *and any required prerequisite knowledge.    
  
In addition, a mentor and student can add goals for internship, and how they align with academic learning objectives.    
  
As appropriate, it might be relevant to incorporate industry objectives or standards or mission statement into the learning goals and outcomes of the internship study.*

***For example:*** *"This 4-credit, upper level, non-liberal arts course meets the college learning goals for breadth and depth of knowledge, communication, and critical thinking and problem solving. To be successful in this course, students should have taken at least one advanced level course in Human Services or Human Development, or have demonstrated familiarity with Human Service agencies"*

**Learning Outcomes**

*Statement of course goals and learning outcomes that specify the knowledge, skills and/or competencies that the student can expect to attain as a result of engaging in the learning activities. Course goals are broad statements; learning outcomes are more specific/measurable statements. The course should generally include 3-6 learning outcomes; this is a suggested number, and entirely up to the discretion of the mentor and, as appropriate, student/site liaison.*

*For guidance on writing outcomes according to Quality Matters standards, please review* [*Guidelines for Writing Learning Outcome Statements*](https://moodle.esc.edu/brokenfile.php#/139368/user/draft/232269500/Course-learning-outcomes-2.pdf) *.*

***Example:***

*[Goal statement]*

*In this course you will become acquainted with (Internship Name\_), its central mission and organizational structure.  Learners will align this mission and structure with the following academic learning outcomes:*

*[Learning Outcomes]*

*Upon successful completion of the internship, you will be able to:*

* *Identify key features of agency mission statement.*
* *Connect mission statement to demographics served by agency*
* *Identify key economic, political, and policy factors impacting agency service strategy and barriers.*
* *Study client/agency relationships and journal reflections as related to course readings.*

*Example adapted from* [*"Assessment Primer: Goals, Objectives and Outcomes."* UConn Assessment.](http://www.assessment.uconn.edu/primer/goals1.html) *University of Connecticut, n.d. Web. 7 Apr 2015.*

**Learning Activities**

*Outline of specific learning activities such as readings, writing assignments, paintings, research, laboratory study, etc.; and a bibliography of basic texts or required readings in proper (APA, MLA, Chicago) format. Also please note in the computer/software requirements below if there is specific computer/software requirements for this course that students should be aware of (ie. uses Maple, Visio).  This can include any expectations of the internship site placement.*

**Required Materials**

Text

Journal articles

Open educational resources

Site placement materials

**Optional Materials**

list here

**Computer and Software Requirements**

You will need a PC or Mac computer with ample hard disk space and processing speed, a reliable Internet connection and an up-to-date browser.  Review the [Minimum Hardware and Software Recommendations](http://s.esc.edu/kcnwfur) page and [information about operating system and browser compatibility](http://s.esc.edu/eqypnva) to check your system.  Your browser will also need to rely on various plug-ins or software to process special types of web content such as patented formats for video, audio, online games, presentations, and more.  You can visit the [Firefox Popular Plugins](http://s.esc.edu/fykmtfm)  and/or [Chrome's Plugins](http://s.esc.edu/jdkjpvt)  pages to download the free plug-in software. Feel free to call the Technology Help Desk at (800)847-3000, extension 2420 or [submit an incident ticket](http://s.esc.edu/aydrhfo)  if you still have a technical question or need to report a problem.

**Basic Computer Skills**

You will need some basic computer skills to be successful in your online course.  You can visit the [Essential Computer Skills Tutorial](http://s.esc.edu/nupkxoi) to assess your knowledge of basic computer use and skills.  If, after viewing the computer skill tutorial you feel like you need assistance with your computer skills you can visit the [Computer Basics and How-to's page](http://s.esc.edu/fgaukln) for more assistance.

**Disability Services and Accommodations**

If you have been injured, have a medical condition or a diagnosed disability, you may be eligible for accommodations in this course. To request accommodations, please contact the Office of Collegewide Disability Services via email at Disability.Services@esc.edu or by phone at (800) 847-3000 extension 2201. Disability Services will inform your instructor(s) of your need for accommodations once your request has been processed and approved. For more information, please visit the [Disability Services' website](http://s.esc.edu/svspgaf) .

See also the [accessibility statement for the learning management system](http://s.esc.edu/ilxczyf), including the Voluntary Product Evaluation Template (VPAT).

**Methods and Criteria for Evaluation**

*An explicit statement of the methods and criteria for evaluation to be employed by the mentor that informs the student about how he or she will be evaluated in relation to the expected learning outcomes*

*The criteria for evaluation are the standards by which the student's performance will be judged. Criteria should be consistent with the level of the study. The criteria should establish the minimum standard for the award of credit. The student must satisfy the requirements and evaluative criteria in order to receive credit. Include a chart explaining the weight of learning activities toward the final grade.*

***This is a generic table.  In lieu of "Discussions," a mentor might include a dimension about internship protocol, site attendance, and so forth.***

|  |  |
| --- | --- |
| **Your final grade will be based on the % weight of each of the following categories of learning activities:** | |
| **Discussions** | 20% |
| **Written Assignments** | 30% |
| **Quizzes** | 10% |
| **Reflective Journal** | 10% |
| **Final Paper** | 30% |
| **Total** | 100% |

*The numerical average will determine your final course letter grade:*

*93 - 100 = A*  
*90 - 92 = A-*  
*86 - 89 = B+*  
*83 - 85 = B*  
*80 - 82 = B-*  
*76 - 79 = C+*  
*73 - 75 = C*  
*70 - 72 = C-*  
*66 - 69 = D+*  
*63 - 65 = D*  
*60 - 62 = D-*  
*59 and under = F*

**Late Submission Policy**

*Provide a policy for late submission here or in the instructor's welcome message. If it is not included here, direct students to the Instructor's Welcome message for that information.*

**Plan for Formative Assessment**

*A description of the expected time frame for completion of learning activities throughout the term of enrollment and for developmental feedback on learning activities from the instructor. The plan outlines mutual commitments of student and instructor with regard to communication. The student is expected to engage in the study continuously throughout the term.   The internship study assessment might include input from the internship or coordinator; again, this element should be determined by mentor/learner/site coordinator.*