

---

## New Jersey Office of the Attorney General

Division of Consumer Affairs  
State Board of Chiropractic Examiners  
124 Halsey Street, 6th Floor, P.O. Box 45004  
Newark, New Jersey 07101  
(973) 504-6395



# Course Syllabus Guide

---

Course title: \_\_\_\_\_

Instructor: \_\_\_\_\_

Years teaching: \_\_\_\_\_ (Please include a copy of detailed curriculum vitae (CV))

Course location: \_\_\_\_\_

Course hours: Mon \_\_\_\_\_ Tue \_\_\_\_\_ Wed \_\_\_\_\_ Thurs \_\_\_\_\_ Fri \_\_\_\_\_ Sat \_\_\_\_\_ Sun \_\_\_\_\_

Course webpage (If available): \_\_\_\_\_

Prerequisite(s) (beyond post-doctoral): \_\_\_\_\_

- a. Course description - (Paragraph description of the course.)
- b. Method of instruction - Paragraph description indicating how the course described in "a" will be presented, such as lecture, lecture/lab, group discussion, or other primary form of instruction; methods of presentation, i.e., Power Point, live demonstration, handouts, etc.; reading requirements; hands-on activities.
- c. Course objectives - Course objectives describe measurable behaviors or outcomes the doctor will demonstrate or achieve upon completion. An example of a doctor's behavioral objective or outcome is as follows:  
"Upon completion of this program, the doctor will be able to: a. Describe the latest treatment options used for patients with \_\_\_\_\_, b. Assess a patient for the three most common objective or subjective symptoms of \_\_\_\_\_, c. Evaluate the patient's response to treatment of \_\_\_\_\_, etc., determine the most appropriate diagnostic test for a complex patient, ...".  
Depending on course length and complexity, at least 5-6 objectives should be given; general but comprehensive.
  1. Objective 1 (statement)
  2. Objective 2 (statement)
  3. Objective 3 (statement)
  4. Objective 4 (statement)
  5. Objective 5 (statement)
  6. Objective 6 (statement)
- d. Course topics / Brief description and time assigned to each topic:
  - 1.
  - 2.
  - 3.
  - 4.
  - 5.
  - 6.
  - 7.
- e. Textbook(s) and required tools or supplies:
  1. Textbook /Title and author
  2. Textbook (recommended): Title and author
  3. Manual
  4. Supplies and/or tools
  5. Articles, journals, etc.
- f. Grading plan: Clarify whether quizzes, module testing or final test is given for courses or certification programs. Or, in competency-based courses, explain the level at which each competency must be mastered in order to complete the course.
- g. Course Component Specifics: Explain any policies or procedures pertaining to certification courses, i.e., electrodiagnostic programs, diplomat programs, etc.
- h. Class Rules of Conduct: This may be a serious list of "rules" or general statements of expectations regarding courtesy, sexual harassment, simple idiosyncratic operating procedures, etc. Safety rules, if any, should go here or under a separate heading.

i. Miscellaneous:

1. Course/Instructor Evaluations: As part of the evaluation process, it is recommended that all courses are evaluated for at least the following:
  - a. The extent to which the course met the objectives.
  - b. The applicability or usability of new information.
  - c. The adequacy of the instructor's mastery of the subject.
  - d. The appropriateness of teaching methods used.
  - e. Efficiency of the course mechanics (room, space, lighting, acoustics, audiovisuals, handouts, teleconference, webinar, etc.).
  - f. The extent to which the prerequisites were necessary or desirable.
  - g. The extent to which advanced preparation materials were satisfactory.
  - h. Other comments.
2. Guest Speakers/Instructors/Observers: Must be currently licensed or certified in the area of expertise if appropriate, and must show evidence of specialized training in the subject area and have at least one year's experience within the past two years in the practice of teaching the specialized area of presentation.
3. The program or course content must be relevant to both the educational needs of the chiropractic physician and health needs of the consumer. It should be designed to increase or improve a chiropractor's knowledge, skill or ability related to his/her authorized scope of practice. The content must be current and designed to include recent developments in the subject area being taught.
4. An approved provider accepts full responsibility for each course granting continuing education contact hours. This includes, but is not limited to: recordkeeping, content of advertisements, course content, issuing certificates, and instructor qualifications.

j. Course Credits:

1. For continuing professional education programs of national or State professional organizations: one credit hour for every 50 minutes of in-class participation.
2. Accredited university or college courses:
  - a. 15 credits of continuing education credit for each semester or trimester credit hour earned; 10 credits of continuing education credit for each credit hour earned in a quarter; and
  - b. For non-credit courses one credit hour for every 50 minutes of in-class participation.
3. Distance learning programs - one credit hour for every 50 minutes of distance program participation.

---

**Unacceptable course content**

1. Courses which focus upon self-improvement, changes in attitude, self-therapy and self-awareness.
2. Economic courses for financial gain, e.g., investments, retirement, practice management, marketing, etc.
3. Courses designed for lay people.
4. Liberal arts courses in music, art, philosophy, and others when unrelated to patient/client care.
5. Academic courses that are audited, or that are healthcare-related courses but not part of a chiropractic program, or that are prerequisite courses such as mathematics, physiology, biology, or other similar courses are not acceptable.

**Provider policies** - Each provider is required to have written policies, available upon request, describing:

1. Refund policy regarding non-attendance and notification of cancellation of a course.
2. Notification process if course is canceled.
3. Time period within which the full or partial registration fee will be refunded.
4. Issue you a signed certificate of completion for the program you completed.
5. Keep attendance records and other documents on file for as much as seven (7) years after the program.
6. Provide qualifications of instructors, chiropractic consultants and continuing education personnel who develop and implement the course.

---

The principal purpose of a syllabus is to inform students in a formal and timely way of the nature and content of the course and logistics involved in attending the seminar/class(es). In addition to being informative, however, a syllabus is also a promise of yours that is both explicit in what it states will be part of the course, and implicit in what it infers (by not including) will not be part of the course. The syllabus needs to be consistent with the latest approved curriculum action, and everything done or required in the class at any time throughout the term should be in agreement with what the syllabus states or does not state.

If anything will be significant and unique, it should be explained in the syllabus. A well-planned and well-written syllabus is always well worth the time and effort required to prepare it. A weak syllabus, on the other hand, or no syllabus, could result in serious personal, professional and legal problems.

## Terms

**Synchronous** - In terms of distance education, synchronous refers to activities that the learner needs to do either in a sequential order or in real time with other class participants. For example, students participating in a chat session are communicating in a synchronous manner.

**Asynchronous** - In distance education, asynchronous refers to activities the learner may do independently with respect to the instructor and other class participants. Asynchronous activities allow for a nonsequential order for the learner to accomplish the goals or assignments of the course. Posting to an electronic bulletin board would be an example of an asynchronous activity.

**Distance Education** - Distance education consists of all arrangements for providing instruction through technology-based instruction to persons engaged in planned learning in a place or at a time different from that of the instructor or instructors.

**Online Instruction (course)** - Online instruction is education or training in which the content of a course is electronically delivered to a doctor who is separated from the instructor.

**Online Program** - A distance education program that offers more than 50% of its content in an online format will be designated as an online program.

**Hybrid Instruction** - The term "hybrid instruction" is used to describe a course or program that combines an online segment with regularly scheduled face-to-face class meetings. The regularly scheduled class meetings are reduced in number and those segments are replaced by an online portion.

**Interactive Video or Teleconference Conference (Live)** - Occurs in real time and allows the instructor to communicate with remote site sections of the class via one-way or two-way video and two-way audio. Instructors and students speak to each other via microphones provided at each receiving site.

**Webinar (Live)** - A web seminar ("webinar") is an online instruction session that uses the Internet/web as a real-time presentation format along with audio channels (via web or telephone) that allow participants to listen and possibly interact with the session. Webinars allow people to participate in information or training sessions from anywhere that has Internet and audio access. This figure shows how a webinar system can allow a moderator or presenter to push content to web seminar participants. The control portal allows for the scheduling and setup of web seminar sessions. As the web seminar moderator progresses through his/her presentation, the display is pushed to each of the participants of the webinar.

