

Syllabus Requirements

Assessment Information for Syllabi

1. Syllabi contain the following:
 - Course identification
 - Course prerequisites
 - Text(s) and supplemental books and materials
 - Professor's name
 - Office hours
 - Statement of special policies such as absenteeism, cheating, plagiarism, etc.
 - Special dates of concern to the course
 - Goals and objectives of the course
 - Content outline with schedule or sequencing plus required readings
 - Special projects, assignments, field trips, etc.
 - NOTE: If students *will not* be excused from activities such as field trips, it must be so stated.
 - Provisions for tests and evaluations
 - Thorough explanation of grading policy
 - Statement indicating availability of services for students with disabilities
 - Assessment Information**
2. See department head or dean for templates.
3. Syllabi must be submitted to the Provost/Vice Chancellor for Academic Affairs no later than the first day of class for the semester/term.

Assessment Information for Syllabus**

1. Explanation of Assessment
2. Learning Goals appropriate to the Course
 - a. See the *Assessment Handbook* for general education and departmental goals
([Current Assessment Handbook](#))
 - b. See your department's Assessment Report for current goals.
([Current Assessment Reports](#))
3. Assessment Instruments

Example—for General Education English

Assessment: During the semester, I will assess class performance to determine how well selected course goals meet general education learning goals. These assessments will be used to improve the class and to enhance student learning.

General Education Learning Goals for English Assessment
Critical Thinking: Students will demonstrate the ability to think logically and creatively to make informed decisions and solve problems by completing a midterm Critical Analysis Paper using critical criteria (such as Aristotle’s criteria for tragedies) to analyze a literary work—assessed by a rubric that includes the criteria “uses logical reasoning,” “makes informed decisions,” and “solves problems.”
Communication: Students will communicate effectively using a Midterm Critical Analysis Paper—assessed by a rubric including the criteria “informative,” “knowledgeable,” “persuasive,” and “accurate analysis.”

4. Clearly measurable learning outcomes.

Example for General Education English

Assessment: During the semester, class performance will be assessed to determine how well we measure up to selected course goals and general education learning goals. I use these assessments to improve the class and to enhance student learning.

General Education Learning Goals for English	Assessment Instruments	Measurable Learning Outcomes
Critical Thinking: Students will demonstrate the ability to think logically and creatively to make informed decisions and solve problems.	In a midterm Critical Analysis Paper, students will use critical criteria (such as Aristotle’s criteria for tragedies) to analyze a literary work. Based on their analysis, they will draw conclusions, conclusions requiring them to make informed decisions and solve problems.	To determine the extent to which students meet the critical thinking goal on the midterm critical analysis paper, a grading rubric that includes the criteria “uses logical reasoning,” “makes informed decisions,” and “solves problems” will be used. Students will have at least 90% performance above the C/D level.
Communication: Students will communicate effectively.	Midterm Critical Analysis Paper	To determine the extent to which students meet the communication goal on this assignment. Papers will be assessed using a grading rubric that includes the criteria “informative,” “knowledgeable,” “persuasive,” and “accurate analysis.” AT least 90% of students will perform at or above the C/D level.