Procedure	Course Syllabus Guidelines
Procedure Number:	201.30.5
Date Adopted:	5/3/18
References:	Learning Outcomes Resource
Approved by:	ASCRC and Graduate Council

ASCRC review of new courses or course changes should include review of an updated syllabus. A course syllabus is informational between the instructor, the university and the student. It can be subject to modification during the term by the instructor for more flexible items such as instructional schedules, assignments and learning objectives. However, policies pertaining to grades, attendance, withdrawals and other institutional information should rarely be changed after the term has begun. Clearly, course syllabi will vary across the curriculum and some information will change. Flexibility will be allowed.

For the purposes of course evaluation by the ASCRC and Graduate Council, the syllabus should include (when available):

- Course number, rubric, name, credits, CRN, meeting schedule and location.
- Instructor(s) name(s) and contact information.
- **Instructional term schedule with assignments and exams, and a brief description of topic for each class, session or week.**
- List of required materials, texts, information, etc.
- **Learning outcomes**. (see tips below)
- **Graduate Increment if UG**. (see Graduate Increment Requirements and Guidelines (301.30)
- Grading policies (CR/NCR, letter grade and grade assignment criteria)

Finalized syllabi to students must also include:

- The instructor's policy/procedures for accommodating disabilities (see DSS website for examples)

Syllabi may also include the following information:

- Assessment parameters and methods
- Instructor policies on attendance, absences, withdrawals, exams, make-up, etc
- Policies on student conduct
- UM Catalog, Student Support, Curry Counseling, Department or school (and contact information), Course Prerequisites, Course (catalog) description, ASUM and other pertinent or supportive information.

Helpful tips when writing Student Learning Outcomes

Student learning outcomes (SLOs) should demonstrate the following characteristics*:

- They should describe the broadest and most comprehensive goals of the course. They should focus on what a student should be able to do, think, or value with the knowledge covered, not simply on what the instructor will cover. Courses typically have three to seven outcomes, though fewer or more are possible.
- They should employ active verbs, taken from various levels of Bloom's taxonomy (see the attached slides with examples of such verbs)—e.g., students should be able to "define" or "describe" (in earlier stages), or "analyze" or "evaluate" (in later stages). Verbs such as "learn," "gain," or "understand" generally should be avoided.
- They should be written in intelligible language, understandable to students.
- As often as possible, they should be arrived at collaboratively, as instructors who teach the same course arrive at a consensus regarding the key objectives of that unit of instruction. For course-level SLOs, instructors will probably have SLOs of their own in addition to consensus ones. Adjunct instructors—and students themselves—should be involved in the process of developing SLOs as much as possible.
- SLOs should be measurable. They sometimes contain or make reference to the product (papers, projects, performances, portfolios, tests, etc. through which students demonstrate competency) and the standard (e.g., "with at least 80% accuracy") or criterion by which success is measured. When the behavior/product and standard are specified, the SLO is sometimes referred to as "operational."

  A few examples of SLOs are listed below:

  [From Writing/Speech] Students will demonstrate an ability to:

- Identify and analyze how cultural context and assumptions play a role in the analysis and production of discourse.
- Use written and oral discourse to develop and present meaningful and interesting ideas that show the students' voice, a willingness to take intellectual risks, and an attempt to enter an academic conversation.
- Construct basic research strategies, use appropriate research resources, learn to identify scholarly sources, and evaluate and cite those information sources.
- Interpret their own and others' work and reflect on their own development as producers of discourse.
- Create academic discourse through a basic process that includes editing, proofreading, and revising multiple drafts.
- Identify and address personal impediments to discourse production, including speech anxiety and writer's block.

  [From Biology] Student will be able to:

- Describe eukaryotic cells in order to understand host responses to microorganisms.
- Outline in detail the structure and function of prokaryotic cells.
- Discuss the Gram staining process and compare Gram positive and negative cells as to the structure of their cell walls.

- Explain the bacterial growth curve and evaluate exponential growth and different technique to grow bacterial cells.

*tips and examples taken from UMKC Student Learning Outcomes