WCU Syllabus Information Checklist

THE FOLLOWING INFORMATION MUST BE INCLUDED ON <u>EVERY</u> SYLLABUS:

1. **Course number** and **name**

2. **Instructor information**: name, office location, e-mail address, office phone number, office hours

3. **Required materials** for the course (textbooks, etc.)

4. *If applicable*: Statement about **Distance Education** status including the percentage of the course offered online, how online office hours are conducted, minimum level of student preparation and technical skills, required hardware, and information pertaining to accessing and using online resources. See p. 2.

5. *If applicable*: The syllabus must include a prominent statement identifying the course as an approved **General Education** course indicating the academic foundations or degree requirement(s) addressed (i.e, English Composition, Mathematics, Interdisciplinary, Diverse Communities, Ethics, Writing Emphasis, or Speaking Emphasis) or distributive category (Sciences, Humanities, Behavioral & Social Sciences, or Arts). Any attributes (W, I, J, SE, or ET) must be clearly listed. See pp. 2-5.

6. **Student learning outcomes**: All syllabi must communicate the course-level student learning outcomes (SLOs), what the course is intended to accomplish. These must be clear, observable and measurable. The link between SLOs and assessments (exams, papers, etc.) must be explicit. If applicable, course SLOs should be linked to programmatic SLOs.
    1. Syllabi for *required* courses must <u>state</u> relevant program-level SLOs and <u>link</u> these goals to how they are assessed.
    2. Syllabi for *General Education* courses, including those with an attribute (*I, J, W, SE, or ET*), must <u>state</u> relevant General Education goals and <u>link</u> these goals to how they are assessed. See pp. 2-5.

7. **Evaluation** policy
    1. Faculty must inform students at the beginning of a course of the nature and number of evaluations.
    2. Faculty teaching courses below the 400-level should examine student academic progress by means of **at least three major evaluations** during a semester. Refer to the policy for a discussion of "skills courses".
    3. One major evaluation should be given prior to the end of the 8th week of the semester (or its equivalent during summer session). For 100-level courses, the results of the 1st evaluation should be returned prior to the 7th week of the semester.
    4. Final examinations in courses below the 400-level should be weighted to not exceed one-third of the final grade.

8. **Course outline**

9. Instructor's **attendance** policy

10. Policies common to all WCU syllabi: **No Grade**, **Academic Integrity**, **Student Code of Conduct**, **ADA**, **Title IX**, **E-mail**, Emergency Preparedness, University-sanctioned Events.

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THE FOLLOWING INFORMATION MUST BE INCLUDED ON SYLLABI OF <u>THE FOLLOWING CATEGORIES</u>:

Distance Education Courses:
- The syllabus must include a clear statement indicating:
    - What percentage of the course will be offered via distance.
    - How online office hours are conducted, including ways in which instructor(s) may be contacted.
    - The minimum level of student preparation needed.
    - The minimum technical skills needed for students to be successful.
    - The required hardware (e.g., PC/Mac, webcam) and software (e.g., version of operating system or software).
    - A method for instructing students on how to access resources (e.g., library) at a distance.
    - A method for informing students of the technical support, including contacts to help resolve technical problems.
    - A method for insuring the integrity of evaluation methods including information about proctored exams, if required.
    - A method for communicating expectations for participation in online discussions, email, and other communication.
    - A method for providing students with a schedule of class activities including deadlines and due dates for all course activities and, if applicable, a schedule of when students must be in attendance for traditional in-class instruction.
    - A method for ensuring appropriate student-student and student-faculty interaction through appropriate course design.
    - A method for addressing issues related to students who fall under the Americans with Disabilities Act.

General Education English Composition Courses:
- The syllabus must:
    - Include a prominent statement that the course is a General Education course satisfying the English Composition requirement.
    - Identify the course as one designed to help meet at least two General Education goals, including Goal #1 (*communicate effectively*) and Goal #2 (*think critically and analytically*).
    - Explicitly link the course goals & outcomes with how they are assessed (e.g., via exams, papers, etc.).

General Education Mathematics Courses:
- The syllabus must:
    - Include a prominent statement that the course is a General Education course satisfying the Mathematics requirement.
    - Identify the course as one designed to help meet at least three General Education goals, including Goal #1 (*communicate effectively*), Goal #2 (*think critically and analytically*), and Goal #3 (*employ quantitative concepts and mathematical models*).
    - Explicitly link the course goals & outcomes with how they are assessed (e.g., via exams, etc.).

Interdisciplinary "I" Courses: *Refer to the Interdisciplinary Criteria document on the CAPC webpage*
- The syllabus must:
    - Include a prominent statement that this course is an approved General Education course that meets the Interdisciplinary (I) requirement.
    - Identify the course as one designed to help meet at least three General Education goals, including Goal #1

(*communicate effectively*), Goal #2 (*think critically and analytically*), and Goal #4 (*demonstrate the ability to think across and about disciplinary boundaries*).
- o Explicitly link the course goals & outcomes with how they are assessed (e.g., via exams, papers, etc.).
- o Include an explicit statement indicating which three disciplines are used substantively in the course.
- Course objectives and organization must reflect an interdisciplinary approach.
- Required readings and assignments must reflect an interdisciplinary approach.

Diverse Communities "J" Courses: *Refer to the Diverse Communities Criteria document on the CAPC webpage*
- The syllabus must:
  - o Include a prominent statement that this course is an approved General Education course that meets the Diverse Communities (J) requirement.
  - o Identify the course as one designed to help meet at least three General Education goals, including Goal #1 (*communicate effectively*), Goal #2 (*think critically and analytically*), and Goal #5 (*respond thoughtfully to diversity*).
  - o Explicitly link the course goals & outcomes with how they are assessed (e.g., via exams, papers, etc.).
  - o Identify which historically marginalized groups (based on gender, race, class, ethnicity, religion, disability, sexuality, etc.) are studied in the course. The syllabus must be clear that the study of the identified historically marginalized groups is substantive in nature.
  - o Identify one or more theoretical frameworks upon which the course is based. It must be clear that the theoretical framework of the course provides an analysis of structural inequalities.
  - o Include an explicit statement indicating how the course might foster an informed and reasoned openness to, and understanding of, difference.
  - o Include an explicit statement indicating how the course might further the University's goal of graduating students who are committed to creating a just and equitable society.
- The course narrative must reflect consideration of how marginalized groups resist oppression and have agency in spite of structural exclusion and discrimination.
- Course objectives and organization must reflect the required approaches to the course.
- Readings and assignments must reflect the required approaches to the course.

Ethics "ET" Courses: *Refer to the Ethics Criteria document on the CAPC webpage*
- The syllabus must:
  - o Include a prominent statement that this course is an approved General Education course that meets the Diverse Communities (J) requirement.
  - o Identify the course as one designed to help meet at least three General Education goals, including Goal #1 (*communicate effectively*), Goal #2 (*think critically and analytically*), and Goal #7 (*make informed decisions and ethical choices*).
  - o Explicitly link the course goals & outcomes with how they are assessed (e.g., via exams, papers, etc.).
- Ethics courses must engage students in a variety of activities that encourage them to problem-see and problem-solve with an ethical lens. Ethics courses should provide at least three different kinds of activities, such as: a) in-class collaborative activities (debates, case study analyses, etc.), b) formal writing or multi-media projects, and c) informal activities, such as class discussions, in class writing reflections, interviews, journaling, and the like.
- For Ethics courses that are discipline-based, Ethics course syllabi should include a learning objective for the course that emphasizes the specific code of ethics of the respective discipline, and, where appropriate, the general grounding of that code of ethics in broader ethical theories.

Writing Emphasis "W" Courses: *Refer to the Writing Emphasis Criteria document on the CAPC webpage*
- The syllabus must:
  - o Include a prominent statement that the course is a Writing Emphasis (W) course.
  - o Identify the course as one designed to help meet at least two General Education goals, including Goal #1

(*communicate effectively*) and Goal #2 (*think critically and analytically*).
  - o Explicitly link the course goals & outcomes with how they are assessed (e.g., via exams, papers, etc.).
- The course goals listed in the syllabus must include writing instruction and improvement.
- The syllabus must identify:
  - o At least three types of writing assignments (e.g., a research paper, an essay examination, and a journaling assignment).
  - o At least one formal writing assignment (e.g., essay examinations, research-based essays and reports, reflective essays of analysis or synthesis).
  - o At least one informal writing assignment (e.g., journal entries, reaction papers, class note summaries).
  - o One or more writing assignments that will be returned to students with comments and suggestions provided by the instructor and, where appropriate, peers; comments and suggestions will be focused on the encouragement of critical thinking and improvement in writing in the discipline.
  - o One or more opportunities for student revision of their work based on constructive feedback provided by the instructor and, where appropriate, by peers.
  - o How the instructor will provide instruction in the specific techniques of composition that are appropriate for the writing assignments included in the course.
- The syllabus must indicate:
  - o Allotment of course time on specific days for multiple specific types of writing instruction such the following: Practice in techniques of research; Discussion of writing process/stages such as drafting, revising, editing; In-class drafting; Work-shopping; Peer reviewing; Study of organizational strategies; Examination of model texts (professional or student written); Co-creation of grading rubrics; One-on-one conferencing with faculty; Use of the Writing Center.
  - o The percentage of the final grade to be derived from writing assignments.
- The syllabus must be prepared with attention to grammatical and syntactic clarity; that is, the syllabus itself is the first model piece of writing that students will encounter in this class.

Speaking Emphasis "SE" Courses: *Refer to the Speaking Emphasis Criteria document on the CAPC webpage*
- The syllabus must:
  - o Include a prominent statement that the course is a Speaking Emphasis (SE) course.
  - o Identify the course as one designed to help meet at least two General Education goals, including Goal #1 (*communicate effectively*) and Goal #2 (*think critically and analytically*).
  - o Explicitly link the course goals & outcomes with how they are assessed (e.g., via exams, papers, etc.).
- The course goals listed in the syllabus must include instruction and improvement in oral communication in ways that are deemed important and desirable within a specific academic discipline or more generally across disciplines. The oral skills developed within such Speaking Emphasis classes:
  - o can assume a variety of forms ranging from speaker-audience interactions (i.e. public speaking), to dyadic interactions (i.e. one-on-one interactions), to group interactions, to even mediated interactions (oral interactions that take place across a technological medium);
  - o can be more generalizable communication skills (i.e. skills that can be generalized across a broad range of communication contexts such as developing students' abilities to construct a cogent oral argument) or can be more focused within a specific academic discipline (e.g. a Speaking Emphasis course within the Nursing major might focus on developing students' abilities to establish rapport with patients through one-on-one interactions);
  - o must be clearly articulated on the course syllabus.
- The syllabus must identify:
  - o at least three assignments that are clearly designed to assess and forward the development of the oral communication skills identified on the Course Syllabus. A 400-level Speaking Emphasis course could have fewer assignments if they are substantial in nature. These assignments should give students multiple opportunities to improve upon these oral communication skills (as opposed to separate assignments focused on separate skills). Oral-communication-related course assignments must identify which particular oral communication skills the assignment is designed to develop. Speaking Emphasis courses must also have a

rubric for each oral-communication-related assignment that explains how students are to be assessed on their oral skills, and such rubrics must be shared with students prior to the completion of any such assignments.
- o the percentage of the final grade that is derived from oral-communication-related assignments.
- o explicit mechanisms for coaching students on the oral communication skills.
- o opportunities to demonstrate *improvement* in the oral communication skills

General Education Distributive Science Courses:
- The syllabus must:
    - o Include a prominent statement that the course is a General Education course satisfying the Science requirement.
    - o Identify the course as one designed to help meet at least three General Education goals, including Goal #1 (*communicate effectively*), Goal #2 (*think critically and analytically*), and Goal #3 (*employ quantitative concepts and mathematical models*).
    - o Explicitly link the course goals & outcomes with how they are assessed (e.g., via exams, papers, etc.).

General Education Distributive Behavioral & Social Sciences Courses:
- The syllabus must:
    - o Include a prominent statement that the course is a General Education course satisfying the Behavioral & Social Sciences requirement.
    - o Identify the course as one designed to help meet at least three General Education goals, including Goal #1 (*communicate effectively*), Goal #2 (*think critically and analytically*), and Goal #3 (*employ quantitative concepts and mathematical models*) or Goal #6 (*understand varied historical, cultural, and philosophical traditions*).
    - o Explicitly link the course goals & outcomes with how they are assessed (e.g., via exams, papers, etc.).

General Education Distributive Humanities Courses:
- The syllabus must:
    - o Include a prominent statement that the course is a General Education course satisfying the Humanities requirement.
    - o Identify the course as one designed to help meet at least three General Education goals, including Goal #1 (*communicate effectively*), Goal #2 (*think critically and analytically*), and Goal #6 (*understand varied historical, cultural, and philosophical traditions*).
    - o Explicitly link the course goals & outcomes with how they are assessed (e.g., via exams, papers, etc.).

General Education Distributive Arts Courses:
- The syllabus must:
    - o Include a prominent statement that the course is a General Education course satisfying the Arts requirement.
    - o Identify the course as one designed to help meet at least three General Education goals, including Goal #1 (*communicate effectively*), Goal #2 (*think critically and analytically*), and Goal #6 (*understand varied historical, cultural, and philosophical traditions*).
    - o Explicitly link the course goals & outcomes with how they are assessed (e.g., via exams, papers, etc.).