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| Rationale | The requirements and recommendations found in this policy are intended to facilitate communication of course objectives to the curriculum review committees and to students who enroll in those courses. More broadly, since syllabi are potentially viewed as binding contracts between the student and faculty, greater clarity and more complete information in the syllabi may help protect all faculty and the University from possible litigation.  There are several benefits to establishing policies for syllabi. These include:  (1) Making curriculum review more efficient;  (2) Helping new faculty to write syllabi;  (3) Helping all faculty to address larger curricular goals (e.g., programmatic and General Education learning outcomes);  (4) Helping in the assessment of course learning objectives needed for curriculum and accreditation reviews (note that the WASC guideline for one of the Criteria for Review dealing with student learning outcomes is “Student learning outcomes are reflected in course syllabi”);  (5) Helping students become better learners by better understanding course objectives and requirements;  (6) Decreasing number of student grievances filed, and simplifying the resolution of grievances that are filed;  (7) Protecting the faculty and the University from legal actions;  (8) Aiding students in transferring coursework to other institutions; and  (9) Aiding students who need to provide a record of course content to licensing and accrediting agencies. |
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| Definition | The purpose of this policy is to establish clear guidelines on what material must be included in a syllabus, and to make recommendations for additional items that instructors may choose to place in their syllabi. |
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| Authority | *The president of the university* |
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| Scope | *This policy applies to all CSUSM credit-bearing courses except independent study, research and internship courses for which independent student work is the primary mode of instruction.* |

Karen S. Haynes, President Approval Date

*For P&P’s proposed by Academic Senate, also include the following signature line:*

Graham E. Oberem Approval Date

Provost and Vice President for Academic Affairs

1. **Distribution and Archiving of Syllabi**
2. The course syllabus must be made available to students no later than the first class meeting. The syllabus may be distributed either in hard-copy format or posted online. It is recommended that a copy of the syllabus be sent to the appropriate subject librarian at the start of the semester.
3. A copy of the course syllabus must be placed on file in the program/department office and/or the Dean’s office by the fourth week of classes. The program/department office or Dean’s office is responsible for forwarding a copy of the course syllabus to Academic Programs (electronic format preferred). Academic Programs will maintain an electronic archive of all course syllabi.
4. **Required Elements for All Course Syllabi**

While syllabi must include all of the following, the order in which the items appear on the syllabi is not prescribed by this policy.

1. Course Number

2. Course Name, as it appears in the catalog

3. Semester or Term

4. Instructor(s)

5. Format (face-to-face / hybrid / online asynchronous / online synchronous)

6. Office hours and location. Include information for online office hours if applicable. Note that (per the Online Instruction Policy) faculty teaching a fully online course section must have a regularly scheduled office hour during which they are available through an online technology appropriate to the course (online discussion group, telephone, web chat, Skype, etc.), and / or be available by appointment.

7. Faculty contact information (i.e., faculty e-mail address and/or campus phone number)

8. Catalog Course description (taken verbatim from the catalog). See Recommended Element 1.

9. Registration conditions (i.e., enrollment restrictions, prerequisites, enrollment requirements, corequisites, co/prerequisites, and recommended preparation)

10. Course Learning Outcomes: The Course Learning Outcomes are intended to communicate to the students what they are able to do upon completion of the course. In comparison with Program Student Learning Outcomes, these are often stated in greater detail. Course Learning Outcomes should be presented using the following construction:

Upon successful completion of this course, students will (be able to):

[List of Course Learning Outcomes follows.]

10.1 Program Student Learning Outcomes (PSLOs): The PSLOs are a statement of what the student is able to do after completion of the degree program. When applicable (specifically, when a course offered by a department can be used to fulfill a requirement in the major offered by the department offering the course), the syllabus must list the PSLOs it addresses.

10.2 General Education Program Student Learning Outcomes (GEPSLOs): The GEPSLOs are a statement of what the student upon completion of all GE requirements. When applicable (i.e., when a course is certified as a General Education course), the syllabus must list the GEPSLOs it addresses.

10.3 General Education Learning Outcomes (GELOs): The GELOs are a statement of that the student is able to do upon completion of that GE area requirement (e.g A1, A2, C3, etc). If applicable, the syllabus must list the GELOs for every General Education Area for which the course is certified.

11. Materials required/requested/recommended for purchase to complete course. Include any required software and (for courses with an online component) minimum computer requirements. See Recommended Element 6.

12. Course requirements (i.e., number of exams, assignments, etc.) and grading standards (i.e., relative weight of the exams, assignments, etc.).

13. As appropriate, any special requirements, such as attendance at outside events or Service Learning activities, must be listed as well. In accordance with the Administrative Course Drop policy, if there are any dates for which attendance is required to avoid being administratively dropped, these must be specified.

14. Tentative Schedule, including types and sequences of activities (e.g., readings, labs, field trips, etc.) at a level of detail sufficient to allow readers to understand roughly what percentage of the course is spent on different topics.

15. Statement on how the All University Writing Requirement (850 words for a 1-unit course, 1700 words for a 2-unit course, and 2500 words for courses of 3 or more units) is satisfied in the course.

16. Academic Honesty statement as required by the Student Academic Honesty Policy. The statement must include:

* The instructor’s expectations for academic integrity and consequences of academic dishonesty.
* “Incidents of Academic Dishonesty will be reported to the Dean of Students. Sanctions at the University level may include suspension or expulsion from the University.”

such as :

“Students will be expected to adhere to standards of academic honesty and integrity, as outlined in the Student Academic Honesty Policy. All written work and oral presentation assignments must be original work. All ideas/material that are borrowed from other sources must have appropriate references to the original sources. Any quoted material should give credit to the source and be punctuated with quotation marks.

Students are responsible for honest completion of their work including examinations. There will be no tolerance for infractions. If you believe there has been an infraction by someone in the class, please bring it to the instructor’s attention. The instructor reserves the right to discipline any student for academic dishonesty, in accordance with the general rules and regulations of the university. Disciplinary action may include the lowering of grades and/or the assignment of a failing grade for an exam, assignment, or the class as a whole.”

17. ADA statement. Example: Students with disabilities who require reasonable accommodations must be approved for services by providing appropriate and recent documentation to the Office of Disabled Student Services (DSS). This office is located in Craven Hall 4300, and can be contacted by phone at (760) 750-4905, or TTY (760) 750-4909, and by email sent to dss@csusm.edu. Students authorized by DSS to receive reasonable accommodations should meet with me during my office hours in order to ensure confidentiality.

1. **Additional Required Elements for Hybrid and Online Courses**

The following requirements are in keeping with the Online Instruction Policy:

1. Necessary technical competency for a student to take the course
2. Contact information for technical assistance
3. Statement on how the course complies with the campus Credit Hour policy
4. Any on-campus meeting requirements
5. Course requirements for participation
6. **Recommended Elements for all Course Syllabi**

1. Additional elaboration on Course Catalog description. The catalog descriptions are limited in length, and instructors may wish to elaborate on them and provide greater detail about what will be covered in the course.

2. Explanation of where these student learning outcomes are addressed in the course and how students will be expected to achieve them.

1. Any special course fees associated with the course.

8. Attendance policy.

9. Policy on late work and/or missed exams.

10. A statement that the syllabus is “subject to change with fair notice.”

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David remarks/asks: Here are some other things that I found when I went to look at syllabus policies at other CSU campuses; do we want to include any of these in our policy?

* Days and times taught, location
* Statement on extra-credit options.
* Whether or not +/- grades are used.
* Statement that students are responsible for understanding the process for adding or withdrawing from a course.
* Statement on expectations for classroom behavior
* Statement about whether collaboration is allowed, and in what form.
* Essential safety information (where appropriate)
* (For courses with online components) how the instructor will monitor the online activities of the students
* (For courses with online components) how the standards of online behavior will be maintained
* (For courses with online components) what Department, College or University resources are available to support these requirements for students who cannot afford to buy the technology
* (For courses with online components) the alternative procedures to be used for submitting work in the event of technical breakdowns
* Emergency evacuation plan
* Tips for success (e.g., recommendations for study groups, how to access tutorial help, study strategies, etc.)
* Date of final exam, or statement that there will be no final exam
* Whether course material will be posted on Cougar Courses (and if so, what material)