Color-coding:

Requirements on contents of syllabi

Other mentions of syllabi in University policies

Note: This document now includes (at the end) references to syllabi in the WASC Handbook of Accreditation, and the course proposal (“C”) Form

**Administrative Course Drop Policy**

… Students absent from the first class meeting, or not participating in an online course, may be administratively dropped from the course at the instructor's request. In addition, instructors may stipulate that attendance/participation at other specified class meetings before the add/drop deadline is required for the students to remain enrolled in the course. These dates must be specified in the course syllabi. (For example, in some science laboratory courses, student attendance at safety instruction sessions is mandated by state law.) Students who are unable to attend the first class meeting, or class meetings where attendance/participation is required for enrollment, should make every effort to communicate their interest in remaining enrolled in the course; however, notification of the instructor may not be sufficient to ensure enrollment in the course. Students may be administratively dropped from courses for failure to attend first class meetings or other mandatory meetings, even when the instructor is given prior notification. …

**Community Service Learning Courses Policy**

… A Community Service Learning course includes:

* Explicit learning objectives and explanation in the syllabus of the role of the service experience in attaining those objectives;

…

**Constitution and Bylaws of the University Policy**

(Note: That’s the name in the Policy & Procedures database, but I would have called this “Constitution and Bylaws of the Academic Senate”)

… **Endnotes**

5. MOU 1995 contract, Article 20, Workload: Administrator as used in the MOU refers to an employee serving in a position designated as management or supervisory in accordance with HEERA. The MOU provides further definitions of faculty.   "The primary professional responsibilities of instructional faculty members are: teaching, research, scholarship, creative activity; and service to the university, profession and to the community. The performance of instructional responsibilities extends beyond duties in the classroom and includes such activities as: preparation for class, evaluation of student performance, syllabus preparation and revision, and review of current literature and research in the subject area, including instructional methodology. Research, scholarship and creative activity in the faculty member´s field of expertise are essential to effective teaching. Mentoring students and colleagues is another responsibility that faculty members are frequently expected to perform.   The assignment of a librarian may include, but shall not be limited to, library services, reference services, circulation services, technical services, online reference services, teaching in library subject matter, service on system-wide and campus committees and task forces and activities that foster professional growth, including creative activity and research.   The assignment of Counselor faculty may include, but shall not be limited to, individual counseling, group counseling, consultation and referral, intern training and supervision, teaching, service on system-wide and campus committees and task forces and activities that foster professional growth, including creative activity and research.   Faculty members have additional professional responsibilities such as: advising students, participation in campus and system-wide committees, maintaining office hours, working collaboratively and productively with colleagues, and participation in traditional academic functions." …

**Credit Hour Policy**

… II. CREDIT HOUR PROCEDURES

A. For courses with face-to-face instruction

* In courses with a “lecture” mode of instruction (C1 through C6), sections are typically scheduled to meet weekly over the entire semester for the same number of “hours” as credits being earned by students; sections scheduled for shorter terms have the number of “hours” adjusted in proportion to the length of the term. In such sections, the course syllabus must include a statement to the effect that students are expected to spend a minimum of two hours outside of the classroom each week for each unit of credit engaged in learning. Further comments giving direction on the nature of this out-of-class work (e.g., readings, homework exercises, writing papers, preparing reports, service learning activities, etc.) are recommended, but not required.

…

* In courses with an activity or laboratory mode of instruction (C7 through C17), the activity or laboratory portion of the section is typically scheduled to meet for two or three “hours” each week of the semester (depending on the particular instructional mode, and prorated for terms of other length). In such sections, the course syllabus must include a statement to the effect that students are expected to spend a minimum of two hours outside of the classroom engaged in learning. Again, further comments giving direction on the nature of this out-of-class work (e.g., practice work, writing lab reports, readings, etc.) are recommended, but not required.

B. For courses offered entirely on-line

The syllabus must describe the activities that the student will be required to complete as part of the course and indicate the expected minimum time that students will need to devote to each of these. The total expected time should be a minimum of 45 hours per semester for each unit of credit.

C. For hybrid courses where some face-to-face instruction has been replaced with an on-line component.

The syllabus should communicate an expectation to students that they should plan on devoting a minimum of 45 hours per semester for each unit of credit through attending class, working online, and other out-of-class work. …

**Custom Course Materials Policy**

… **Definition**: This policy of Cal State San Marcos deals with customized course materials of non-text book resources that a professor assembles for use in CSUSM courses. This includes workbooks, copyright and non-copyright materials, articles, syllabi, workbooks, recordings, and any other materials that are copied for distribution and use in a CSUSM course. …

**Definition of a Community Service Learning Course Policy**

(Note: This is still in the Policy & Procedures database, even though it has been superseded by the Community Service Learning Courses Policy)

… A Community Service Learning course includes:

* Explicit learning objectives and explanation in the syllabus of the role of the service experience in attaining those objectives

…

**RECOMMENDATION: CREATING COMPANIONS TO EXISTING COURSES**

… Like other service learning courses, the companion CSL course syllabus would explicitly integrate the role of the service activity in attaining the overall primary course objectives. The course would include preparation for entry into the service; ongoing structured critical reflection with instructor feedback to tie the service experience to the academic course content; and evaluation that is based on the quality of the student's learning and not just the completion of certain hours of service. In the case where there was no community service learning in the primary course, the CSL companion course might include in-class time as well as in-the-community time, in order to include the necessary preparation and reflection. If, however, the established, primary course is also a community service learning course with in-class reflection, it is possible that the companion course might consist primarily of additional service hours with which to deepen the student's experience. It would be important, however, to ensure sufficient student reflection and feedback and enough contact to support the students with their increased community involvement. A one-unit CSL companion course should include 45 hours of direct academically relevant community service. …

**Dual-Listing Lower-Division and Upper-Division Courses Policy**

… K. Course proposals must be submitted and approved separately for each of the courses in the proposed pairs through the campus curricular review process. The course proposals must address the following:

    …

    3. Specification of the requirements for the upper-division course must clearly delineate greater expectations and additional requirements for the upper-division students, appropriate to the field of study.  At the time of the review of the dual-listing, syllabi for both courses complete with course descriptions, course readings and activities, and Student Learning Outcomes (SLOs) will be submitted to all curriculum committees as support for the dual-listing.

        a. Examples of greater expectations may include that upper-division students conduct more of their work independently and/or demonstrate a higher level of skill.

        b. Examples of additional assignments might include significant research papers, oral presentations of research on course assignments, and/or the demonstration of more sophisticated laboratory or studio skills than those required of students in the lower-division course.

    …

    5.  Proposals for dual-listing of courses can be submitted at the same time as the proposals for review of the courses as new courses.  Approval of the courses is not contingent upon approval of the dual-listing; however, dual-listing is contingent upon the approval of the courses. Proposals for dual-listing of courses can be submitted for already-existing courses if accompanied by a complete syllabus for both courses. …

**Faculty Awards Policy**

**II. BRAKEBILL DISTINGUISHED PROFESSOR AWARD**

… The file shall be collected in a small binder and organized according to the following:

…

5. Evidence of achievements as a teacher: One to four course packets that include syllabus, lesson plans, student evaluations with comment sheets, 1-2 other items of the nominee's choice.

…

**International Baccalaureate Program Policy**

(These are not the ~~droids~~ syllabi you’re looking for…)

… IB Diploma Programme candidates are required to study six subjects: one subject each from groups one to five, and a sixth subject from group six or an elective.  The electives include a second subject from groups one to four, further mathematics at a standard level, computer science, and a school-based syllabus approved by the IB school. …

**Lecturer Evaluation Policy**

V. WORKING PERSONNEL ACTION FILE (WPAF)

…

B) For the purposes of the periodic evaluation, the WPAF for Lecturers with teaching duties shall include:

…

5. One representative syllabus for each course taught during the evaluation cycle …

**Online Instruction Policy**

**Procedure**

**I. Definitions**

…

Web-Facilitated Course – A course that uses web-based technology to facilitate what is essentially a face-to-face course. May use a course management system or web pages to post the syllabus and assignments.

…

**III. Principles for Online Instruction**

…

B. Faculty Support, Rights and Responsibilities

 …

1. Any course section that uses online instruction shall indicate so in the course syllabus. In addition to information specified in the Syllabus Guidelines, the following information is recommended to be included in course syllabi for online and hybrid course sections:

a. Prerequisite technical competencies

b. Contact information for technical assistance

c. Course requirements for participation

d. Statement on how the course complies with the campus Credit Hour policy

…

Each of the following policies makes reference to syllabi in terms of evidence that may be included in the WPAF:

* **Retention, Tenure, and Promotion (RTP) Standards – Speech\_Language\_Pathology**
* **Retention, Tenure, and Promotion (RTP) Standards – CHABSS**
* **Retention, Tenure, and Promotion (RTP) Standards – CoAS**
* **Retention, Tenure, and Promotion (RTP) Standards – CoBA**
* **Retention, Tenure, and Promotion (RTP) Standards – CSM**
* **Retention, Tenure, and Promotion (RTP) Standards – Department of Psychology**
* **Retention, Tenure, and Promotion (RTP) Standards – Human Development**
* **Retention, Tenure, and Promotion (RTP) Standards – Kinesiology**
* **Retention, Tenure, and Promotion (RTP) Standards – SoE**
* **Retention, Tenure, and Promotion (RTP) Standards – SoN**
* **Retention, Tenure, and Promotion (RTP) Standards – University**

**Student Course Grade Appeals**

…

5. Preliminary Screening

…

If the above conditions have been met, the Chair shall send written notice of receipt of a grade appeal within seven (7) calendar days to all parties involved in the informal process. The Chair shall also provide the instructor (the person responsible for assigning the student's grade) with a complete copy of documents submitted by the student, and request that the instructor provide a written response and relevant documentation, including the course syllabus and grade roster, to the committee within ten (10) calendar days.

…

6. Consideration of Grade Appeals

Upon review of documentation from the instructor and the student, the committee Chair shall establish and distribute to the principals a timeline for resolution of the appeal. If additional information is needed, the committee shall use appropriate means to collect relevant data. Any party within the University community who is contacted by the Student Grade Appeals Committee Chair for information relevant to a specific appeal shall cooperate and provide full disclosure of information. This may include, but is not limited to, requesting that the instructor(s) provide academic records such as grade roster, graded materials in his/her possession and other documents such as syllabi and assignments that may be pertinent to the appeal.

…

**Temporary Faculty Unit 3 Employees Evaluation – CoAS Policy**

**Procedure**

I. GENERAL ELEMENTS

F. The WPAF shall include the following as appropriate to the terms of the appointment:

…

4. A syllabus for each course taught in the evaluation period;

…

**Temporary Faculty Unit 3 Employees Evaluation – CoBA Policy**

…

**III. PROCEDURE**

…

C. All temporary faculty shall submit a working personnel file (WPAF) to the DC or MBA Director (as appropriate) no later than two (2) weeks following the end of the semester of review. The WPAF will include the following:

 …

3. for each course:

* 1. Syllabus
	2. …

E. Evaluation of all part-time and full-time temporary faculty may include peer input from the department. Peer input from tenure-track faculty in the department may be requested by the Department Chair, Option Director, MBA Director, or by the temporary faculty member.When peer input is initiated by the department/program, the Department Chair or MBA Director, in consultation with tenure-track faculty in the program and the Option Director (as appropriate), will select one or more tenure-track faculty to provide peer input. The elements to be included in the peer input shall be determined by the DC, OD, or MBA Director (where the faculty member and course are pertinent to a specific program), in consultation with the faculty member being reviewed. The elements may include syllabi, examinations, assignments, statement of teaching goals, evidence of innovative pedagogy, curriculum development, teaching awards, students supervised (independent study, etc.), student advising, and classroom visits.The temporary faculty may request additional peer input from any tenure-track or non-tenure-track faculty.

**Temporary Faculty Unit 3 Employees Evaluation – CoBA Policy**

…

**III. PROCEDURE**

C) Temporary librarians with an appointment longer than one semester, but less than three years AND for those with 3 year contracts.

2. The WPAF shall include the following:

…

e. Evidence of teaching performance including student evaluations (syllabi, sample assignments, exams) for those with teaching duties.

…

**Temporary Faculty Unit 3 Employees Evaluation – SoE Policy**

**Procedure**

…

II. EVALUATION PROCEDURES

B. Instructional Full-Time Temporary Faculty (including those who also engage in supervision of clinical practice)

[2.] Full-time temporary faculty members shall submit the following documentation to the Associate Dean or appropriate administrator’s office for evaluation by the Peer Review Committee (PRC) no later than the Monday of the 15th week of the semester

…

 Evaluation of full-time temporary faculty shall include:

…

* + - 1. f. Course materials including syllabi for each course, sample lesson plans, assessments of student learning outcomes, assignments, and examples of student work for use in completion of Form B.
			2. …

C. Instructional Part-Time Temporary Faculty (including those who also engage in supervision of clinical practice)

…

Part-time temporary faculty members shall submit the following documentation to the Associate Dean or appropriate administrator’s office no later than the Monday of the 15th week of the semester.

…

f. Course materials including syllabi for each course, sample lesson plans, assessments of student learning outcomes, assignments, and examples of student work for use in completion of Form B.

**Temporary Faculty Unit 3 Employees Evaluation – SoN Policy**

**Procedure**

I. GENERAL ELEMENTS

…

D. The WPAF shall include the following as appropriate to the terms of the appointment:

…

3. A syllabus for each course taught in the evaluation period;

…

**Temporary Faculty Unit 3 Employees Range Elevation Policy**

**Procedure**

…

IV. APPLICATION

A temporary faculty member who wishes to be considered for range elevation shall provide the following materials:

…

D. 1. Faculty with teaching assignments. Documentation supporting excellence in teaching, including the following:

a. Syllabi for all courses taught over the past 5 academic years

…

**Undergraduate and Graduate Dual Listed Courses Policy**

**Procedure**

…

I.  CRITERIA

In order to ensure the integrity of the degree programs and the individual courses that may be used to meet graduation requirements, approval to offer courses in a dual-listed arrangement is subject to the following conditions.

…

L. Course proposals must be submitted and approved separately for each of the courses in the proposed pairs through the campus curricular review process. The course proposals must address the following:

…

3. While course descriptions and course syllabi for dual-listed courses should be similar, specification of the requirements for the graduate course must clearly delineate greater expectations for and the additional requirements of graduate students, appropriate to the field of study.  At the time of the review of the dual-listing, syllabi for both courses complete with course descriptions, course readings and activities, and Student Learning Outcomes (SLO) will be submitted to all curriculum committees as support for the dual-listing. Examples of greater expectations may include that graduate students show development of independent critical judgment and evaluation of course material, and that graduate students present the evidence of their original critical analysis. Examples of additional assignments might include significant research papers, oral presentations of research on course assignments, and/or the demonstration of more sophisticated laboratory or studio skills than those required of students in the undergraduate course.

4.  Proposals for dual-listing of courses can be submitted at the same time as the proposals for review of the courses as new courses.  Approval of the courses is not contingent upon approval of the dual-listing; however, dual-listing is contingent upon the approval of the courses.  Proposals for dual-listing of courses can be submitted for already-existing courses if accompanied by a complete syllabus for both courses.

…

From the 2012 WASC Handbook of Accreditation:

1. Definition of syllabus: A document prepared by the instructor and distributed to students at the beginning of a course. The syllabus generally includes learning outcomes, grading standards, a reading list, assignments, dates of tests, the plagiarism policy, and other information.
2. Criterion for Review 2.4: The institution’s student learning outcomes and standards of performance are developed by faculty and widely shared among faculty, students, staff, and (where appropriate) external stakeholders. The institution’s faculty take collective responsibility for establishing appropriate standards of performance and demonstrating through assessment the achievement of these standards. GUIDELINE: Student learning outcomes are reflected in course syllabi.

From the Revised C-Form approved at Academic Senate May 1, 2013. The following are required elements of syllabi or course outlines for new course proposals:

1. (For proposals involving dual-listing of upper-division and graduate courses) At the time of the review of the dual-listing, syllabi for both courses complete with course descriptions, course readings and activities, and Student Learning Outcomes (SLO) will be submitted to all curriculum committees as support for the dual-listing. Examples of greater expectations may include that graduate students show development of independent critical judgment and evaluation of course material, and that graduate students present the evidence of their original critical analysis. Examples of additional assignments might include significant research papers, oral presentations of research on course assignments, and/or the demonstration of more sophisticated laboratory or studio skills than those required of students in the undergraduate course.
2. (For all proposals) When a detailed course outline or syllabus is provided, these should contain (i) a list of the specific subject material to be covered, (ii) a tentative reading list, (iii) a list of the major assignments/activities that students will complete (including how the All-University Writing Requirement will be met), and (iv) a grading scheme indicating what will form the basis of student grades.