Curriculum Process System

Fields and Instructions

For

Syllabus

*General Instructions*: The syllabus is the most important part of a course proposal.

The [ETSU Policy and Procedures for Awarding Credit](http://www.etsu.edu/senate/facultyhandbook/section6.aspx#award_credit) defines credit and the criteria for determining credit. Review committees give careful attention to the contents of the syllabus and consider the information presented from a student’s point of view. Therefore, clarity is a fundamental value.

It is suggested that you prepare the text of the syllabus in a Word document and copy each content section from the Word document and paste it into the appropriate place in the form. Font and format may change, but it will not affect the review process.

Several items on the input form are pre-populated from the first section of the proposal process. These include College, Department, Course ID, Course Title, Minimum/Maximum Credit Hours, Prerequisites, Corequisites, and Catalog Description. Changes made on the input form are automatically made on the syllabus form.

After information is entered, you must select an option at the bottom of the form.  You may Save the syllabus for later editing, or Submit the syllabus when you have completed it.  After Submitting the syllabus, you may no longer edit it unless it is returned to you by a reviewer.

| Form Item | Instructions |
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| Purpose and Goals   Use bullets in a single-spaced list of course goals. | The purpose is a statement about what the course aims to provide students.  The goals expand on the purpose and give specific details of the learning experience. “The program needs this course in the curriculum in order to:   * Familiarize students with . . . * Promote investigation of . . . * Encourage critical analysis of . . . * Develop student awareness of . . . * Introduce students to . . . * Provide and introduction to . . . * Give students opportunities to . . . * Show how . . . is integrated with . . . * Examine . . . * Teach techniques in . . . * Provide research opportunities for . . .    Use bullets in a single-spaced list of course goals. |
| Major Course Topics | List major course topics; separate by using semicolons. The topics should support the department’s purpose in offering this course and the expected learning outcomes. All three of these input fields (topics, purpose, and learning outcomes) should connect together. |
| Learning Outcomes | Begin this section with “At the completion of this course, the student is expected to:”  List student course learning outcomes single-spaced, indicating each with a bullet.   1. Each entry should begin with an active verb that reflects the cognitive process associated with the outcome. 2. List outcomes pertaining to knowledge, skills, and values that logically follow the “to” in the stem phase.   Consult the Bloom’s Taxonomy information at the end of this document to assist in stating learning outcomes. Review committees highly consider these learning outcomes during the approval process. xxxxxx  If the course provides dual instruction (e.g., 4xx7/5xx7), identify the learning outcomes for undergraduate and graduate students separately. There should be higher-order learning outcomes identified for graduate students. For example, undergraduate students may be expected to *understand* information and graduate students expected to *apply* information. Do not capitalize each entry. |
| Major Assignments | Describe the major assignments of the course (use headings, if preferred).  If the course provides dual instruction (e.g., 4xx7/5xx7), be sure to separate and differentiate the assignments for undergraduate and graduate students. If preferred, use headings for each assignment |
| Grade Assignment | Explain what each major assignment listed above is worth, either in points or percentages. For dual-level courses (e.g., 4xx7/5xx7), be sure to include differentiated undergraduate and graduate valuations.  If preferred, use a table. |
| Grading Scale   If preferred, use a table. | Define your final grading scale (e.g., A = 94%-100%; A- = 90-93%; A = 940-1000 points; A- = 900-939 points).  Scales are different for undergraduate and graduate work. If preferred, use a table. |
| Attendance Policy | The university requires each faculty member to provide a written statement defining the attendance policy, including laboratory/clinical sessions where applicable, for the course so that students may be fully informed of their attendance responsibilities, including penalties which may be imposed for failing to meet these responsibilities.  The review committees review these statements from a student’s point of view; thus, clarity is stressed. |
| Other Information | Describe any other relevant information about the course that will be on the syllabus.  Use headings, if appropriate.  The following is an example of other information to be included on a syllabus. The Graduate Council requires this statement (others may also use it).  Academic Misconduct (include a statement such as) ETSU is committed to developing the intellect and moral character of its students. To that end, all instances of plagiarism, cheating, and other forms of academic misconduct shall be punished in accord with Tennessee Board of Regents Policy. Any knowledge of conduct of this nature should be reported to the proper authorities. Not reporting instances of academic misconduct represents a fundamental break with honor code policy, and although this offense is not punishable, reflects a callous disregard for yourself, your classmates, and your professors. Penalties for academic misconduct will vary with the seriousness of the offense and may include, but are not limited to: a grade of F on the work in question, a grade of F for the course, reprimand, probation, suspension, and expulsion. For a second academic misconduct offense, the penalty is permanent expulsion. |
| Required Textbook(s) | Use the bibliographical form of your discipline and single-space entries. |
| Required Reading(s) | Often, an instructor has specific journal articles or passages in book other than the text book that students are required to read. If you require readings outside the textbook, enter them here using the bibliographical form of your discipline and single-space entries. If not, enter NA. |
| Bibliography, Recommended Readings, and/or Supplemental Materials | A bibliography is required in the "supplemental and additional readings" portion of the syllabus and should include ETSU library holdings, as applicable to course content. Use the bibliographical form of your discipline and single-space entries. Entries should include library databases and journals as well as books, as appropriate.    Information presented is used to review library holdings supportive of the course. Therefore, library call numbers or locations must be entered at the end of each bibliographic entry. If you find, in creating the proposal, that the library does not have sufficient materials to support course content, please contact the library to discuss ordering materials. The bibliography may then include items designated “on order.”  The bibliography may also include resources used to create the course or supplemental readings suggested for student exploration, but not held by the library. |

[Bloom’s Revised Taxonomy](http://ww2.odu.edu/educ/roverbau/Bloom/blooms_taxonomy.htm)

Six levels of cognitive complexity. All six may be evident in one course.

Level of course may determine learning outcome expectations

Lower division courses may have more lower-level cognitive expectations

Higher division undergraduate courses should include higher-level cognitive expectations

Graduate courses should include mostly higher-level cognitive expectations

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| --- | --- |
| Old Bloom Triangle | http://ww2.odu.edu/educ/roverbau/Bloom/fx_Bloom_New.jpg |
| Old Version | New Version |

Learning Outcome Examples

Avoid using understanding or know as a verb. Action verb statements can be measured.

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| --- | --- |
| Learning Outcome Category | Action Verb Examples |
| Remembering  (recall and remember) | define, list, memorize, recall, recognize, repeat |
| Understanding  (explain ideas or concepts) | classify, describe, discuss, explain, identify, infer, locate, recognize, report, select, summarize, translate, paraphrase |
| Applying  (use the information) | choose, demonstrate, dramatize, employ, execute, illustrate, implement, interpret, operate, schedule, sketch, solve, use, write |
| Analyzing  (distinguish between different parts) | appraise, compare, contrast, criticize, critique, differentiate, discriminate, distinguish, examine, experiment, judge, question, test |
| Evaluating  (justify a stand or decision) | appraise, argue, defend, judge, select, support, value, evaluate |
| Creating  (create new product or point of view) | assemble, construct, create, design, develop, formulate, reorganizing elements, write |