Eastern Kentucky University
Policy and Regulation Library

Course Syllabi

Policy Statement

Each course and each section of each course must have a complete syllabus. Faculty members will distribute a complete syllabus either in paper format or online to students and their department chair typically on the first day of class but no later than 8 a.m. of the last day of the Add/Drop period. If requested by students, a faculty member must provide a syllabus in an alternate format (e.g., a paper copy, an email attachment, etc.)

This policy ensures that course syllabi across the University consistently contain the required elements.

Entities Affected by the Policy

- Colleges
- Departments
- Faculty
- Students

Policy Background

NA

Definitions

Provost and Vice President for Academic Affairs	Refers to either the Provost and Vice President for Academic Affairs or his/her designee.
Syllabus	*An outline for a course that describes the course content, provides a general framework for covering the course material, and identifies requirements for successful completion of the course.*
University	Eastern Kentucky University

Requirements for a Syllabus

A complete syllabus should contain the following elements:
1. Department, prefix, number, title, credit hours, and course reference number
2. Catalog course description, including prerequisites
3. Text(s) with dates, supplemental text(s), other required readings and references
4. Student learning outcomes. Student learning outcomes express in the following manner what successful students learn in the course:
    a) Outcomes should use action verbs that express what students will learn and demonstrate in the course.
    b) Upper division and graduate courses should expect students to acquire more sophisticated skills in critical and creative thinking than lower division courses. For courses taught concurrently at the 500/700 levels, outcomes should clearly distinguish what is expected of students enrolled at the 500 level from what is expected of students enrolled at the 700 level. See Note 1 in the Appendix.
    c) Outcomes should be measurable. Faculty members should be able to evaluate student mastery of the learning outcome.
    d) Multi-section courses must have a common core of student learning outcomes that are addressed in all sections. Individual faculty members may add outcomes to the common core.
    e) Approved general education courses must list the General Education Goals addressed in the course in addition to the common core of student learning outcomes. See www.gened.eku.edu/faculty/syllabus/.
5. Evaluation method(s) and relative weight of each course requirement
6. Student Progress. The syllabus will describe a mechanism by which the instructor will provide students with written information on their progress in the course at least once prior to the mid-point of the course.
7. Attendance policy. Faculty members will outline a specific course attendance policy consistent with their departmental attendance policy, if one exists. Do not refer students to the University attendance policy. The policy would normally describe how absences and tardiness will be recorded, how excused and unexcused absences will be handled, and how missed exams and late or missed assignments will be handled.
8. Notification of the last day to drop the course**.** For courses that start and stop on standard dates, the faculty member may either list the drop date or direct the student to the *Colonel's Compass* for the date. For courses that start or stop on nonstandard dates, the faculty member should list the drop date.
9. Disability Statement. All faculty should include the following standardized statement (located on OSID Web site) on the course syllabus to establish consistency between individual instructors, departments, colleges and other University offices.
   If you are registered with the Office of Services for Individuals with **Disabilities, please obtain your accommodation letters from the OSID and** present them to the course instructor to discuss any academic accommodations you need. If you believe you need accommodation and are not registered with the OSID, please contact the Office in the Student Services Building Room 361 by email at disserv@eku.edu or by telephone at (859) 622-2933 V/TDD. Upon individual request, this syllabus can be made available in an alternative format.

Requirements for a Syllabus, continued

10. Academic Integrity Policy. All faculty should include the following standardized statement on the course syllabus.
    Students are advised that EKU's Academic Integrity policy will strictly be enforced in this course. The Academic Integrity policy is available at www.academicintegrity.eku.edu. Questions regarding the policy may be directed to the Office of Academic Integrity.
11. Course requirements: required activities, papers, quizzes, exams, oral reports, special projects, field trips, labs, etc. For courses taught concurrently at the 500/700 levels, the course requirements should clearly distinguish requirements at the 500 level from those at the 700 level. For specific guidance go to http://www.gradschool.eku.edu/gradfaculty/docs/crs_guide_500_700.pdf. An approximate time schedule for these requirements must be included. (Faculty members may combine 11 and 12)
12. Course outline: an outline indicating subject matter, and an approximate time schedule.
13. Other. Faculty members may add other information.

Responsibilities

Course Instructor	• For each course taught, create a course syllabus that contains all of the required elements. • Distribute a complete syllabus to students typically by the first class meeting but no later than 8 a.m. on the last day of the Add/Drop period. • Give a copy of all syllabi to the department chair typically by the first class meeting but no later than 8 a.m. on the last day of the Add/Drop period Inform students and department of changes in syllabi.
Department	• Review syllabi to ensure compliance with this policy. • Keep a copy of complete syllabi for all sections of all courses (or one copy for multiple sections using the same syllabus) offered by the department.
Student	• Read the syllabus and adhere to the information contained therein. • Keep a copy of the course syllabus until course is complete and grades are final.

Procedures

NA

Violations of the Policy

NA.

Interpreting Authority

- Provost/Vice President for Academic Affairs

Policy Adoption Review and Approval

Policy Revisions

Date	Entity	Action
April 17, 2008	Council on Academic Affairs	Recommended Support
December 1, 2008	Faculty Senate	Recommended Support
December 3, 2008	Provost Council	Recommended Support
January 8, 2009	President Doug Whitlock	Recommended Support
January 26, 2009	**Board of Regents**	**Revision Adopted**

October 24, 2005	Faculty Senate	Recommended Support
April 27, 2007	**Board of Regents**	**Revision Adopted**

Policy Issued

Date	Entity	Action
December 3, 1984	Faculty Senate	Recommended Support
March 1, 1993	Faculty Senate	Recommended Support
October 30, 1993	**Board of Regents**	**Adopted**

Appendix:
Notes to Faculty and Syllabus Template

1. **Student learning outcomes**. Course objectives commonly express what the faculty member will do or the topics addressed in the course. In contrast, student learning outcomes emphasize what knowledge and skills the student will be expected to demonstrate throughout the course. If accurately expressed, student learning outcomes are measurable and assist both the faculty member and students. They help the faculty member design the course (classroom experiences, assignments, examinations, papers, projects, etc.), develop effective teaching strategies, and design an effective assessment process. They also help the student understand what knowledge and skills are addressed in the course and the faculty member's expectations.

   All courses should normally have student learning outcomes that expect students to acquire not only knowledge and comprehension, but also skills in critical and creative thinking. Bloom's Taxonomy categorizes educational objectives into knowledge, comprehension, application, analysis, synthesis, and evaluation. Critical thinking occurs when students are expected to apply their knowledge and comprehension to new and concrete problems (application), to analyze component parts in order to understand an organizational structure (analysis), to synthesize parts into a whole (synthesis), and to evaluate the value of information (evaluation). Creative thinking occurs in conjunction with critical thinking when the student develops something new.

   Sample action verbs to each category in Bloom's Taxonomy are (list adapted from the General Education Program Guidelines 1998, San Jose State University (www2.sjsu.edu/ugs/ge/guideline.html) on November 4, 2004:
   a. Knowledge (recall of previously learned information): defines, enumerates, identifies, labels, lists, matches, names, reads, reproduces, restates, selects, states, views.
   b. Comprehension (understand the meaning of information): classifies, cites, converts, describes, discusses, estimates, explains, generalizes, gives examples, paraphrases, summarizes, understands.
   c. Application (apply information to new and concrete problems): acts, administers, articulates, charts, collects, computes, constructs, contributes, controls, determines, develops, discovers, establishes, extends, implements, includes, informs, instructs, participates, predicts, prepares, preserves, produces, projects, provides, records, relates, reports, shows, solves, takes, teaches, transfers, uses, utilizes.
   d. Analysis (separate a whole into component parts in order to understand organizational structure): breaks down, correlates, diagrams, differentiates, discriminates, distinguishes, focuses, illustrates, infers, limits, outlines, points out, prioritizes, recognizes, separates, subdivides.
   e. Synthesis (organizes parts into a whole): adapts, anticipates, categorizes, collaborates, combines, communicates, compares, compiles, composes, contracts, contrasts, creates, designs, devises, expresses, facilitates, formulates, generates, incorporates, initiates, integrates, intervenes, models, modifies, negotiates, plans, progresses, rearranges, reconstructs, reinforces, reorganizes, revises, structures, substitutes, validates.
   f. Evaluation (assess the value of information for a given purpose): appraises, concludes, confronts, criticizes, critiques, decides, defends, interprets, judges, justifies, reframes, translates.

   Critical and creative thinking develop more fully as students acquire deeper knowledge and comprehension of a subject. Student learning outcomes should therefore increasingly emphasize skills in critical and creative thinking as student knowledge and comprehension increase. Learning outcomes in lower division courses may have more outcomes expressing knowledge and comprehension than outcomes expressing skills in critical and creative thinking. Upper division and graduate courses should emphasize skills in critical and creative thinking.

   Examples of student learning outcomes for lower division, upper division, and graduate courses are provided below.

   Lower Division Courses

   1. The student will demonstrate the ability to apply the model of demand and supply to determine equilibrium price and quantity in a competitive product market. (The action verb "apply" suggests that the student will learn how to apply knowledge and comprehension to new and concrete problems.)
   2. The student will demonstrate the ability to test hypotheses about the sample mean of one population. (The action verb "test" suggests that the student will learn how to apply knowledge and comprehension to new and concrete problems.)

3. The student will be able to apply genetic theory to discover how genetic traits are inherited within populations. (The action verb "apply" suggests the student will learn application.)
4. The student will be able to analyze the social and cultural significance of the visual art of other societies relative to western society. (The action verb "analyze" suggests the student will learn analysis.)

Upper Division Courses
1. The student will demonstrate the ability to analyze macroeconomic performance. (The action verb "analyze" suggests that the student will learn how to identify and use the component parts of an organizational structure.)
2. The student will demonstrate the ability to contrast the short run and long run economic effects of fiscal and monetary policies. (The action verb "contrast" suggests that the student will learn how to synthesize information.)
3. The student will analyze the ethical issues within organizations and the importance of choices and consequences to the decision makers. (The action verb "analyze" again suggests that the student will learn analysis.)
4. You will be able to synthesize knowledge of social psychology with your own life experience. (The action verb "synthesize" suggests that the student will learn to integrate knowledge.)
5. Students will be able to evaluate the risk of natural disasters for an area given its tectonic, physical, and climatic environment. (The action verb "evaluate" suggests the student will learn to evaluate knowledge for a specific purpose.)

Graduate Courses
1. The student will demonstrate the ability to assess the economic effects of international trade policies. (The action verb "assess" suggests that the student will learn how to evaluate economic policies.)
2. The student will evaluate theory in nursing and related disciplines for use in advanced nursing practice in rural settings. (The action verb "evaluate" suggests the student will learn to evaluate knowledge.)
3. The student will apply principles of financial and resource management to the management of rural health delivery systems. (The action verb "apply" suggests the student will learn application.)
4. The student will be able to formulate a strategy for protecting the sector by various means: target hardening, regulatory policies, or restructuring the sector. (The action verb "formulate" suggests the student will learn to synthesize knowledge.)

2. **Disability statement.** At least one out of every ten students has some type of disability. Those students who request accommodations will need to self-identify with the Offices of Services for Students with Disabilities and provide appropriate documentation concerning the stated disability. Including the exact wording of the above statement in course syllabi is important because the process: 1) invites students with disabilities to self identify, 2) makes no promises for particular accommodations, but it allows a campus wide policy and process to take place concerning the determination of accommodations, 3) discourages students from presenting documentation directly to faculty, and 4) indicates that faculty are willing to work with students who are officially registered with the disabilities office. When students do make an appointment to discuss academic accommodations, faculty can and should ask for the "letter of accommodation" issued by the Office of Services for Students with Disabilities.

The following is a syllabus template. Required elements are in **bold** and recommended elements are in *italics*. For specifics on the required elements see pages 2 and 3 of this policy.

Eastern Kentucky University
Department of XXXXXXXXX
Syllabus for **MMM ###, Course Title, and CRN**
 # credit hours
Semester and Year

Professor's name
Professor's Office #
Professor's Contact information
(Phone and email)

Catalogue Course Description:
(including pre-requisites)

Text(s):
(with dates, supplemental text(s), and other required readings or references)

Student Learning Outcomes:

Evaluation Methods:
(including relative weight of each course requirement)

Student Progress:
(mechanism for notifying students of progress in the course)

Attendance Policy:

Last Date to Drop the Course:

Disability Statement: If you are registered with the Office of Services for Individuals with Disabilities, please obtain your accommodation letters from the OSID and present them to the course instructor to discuss any academic accommodations you need. If you believe you need accommodation and are not registered with the OSID, please contact the Office in the Student Services Building Room 361 by

email at disserv@eku.edu or by telephone at (859) 622-2933 V/TDD. Upon individual request, this syllabus can be made available in an alternative format.

Academic Integrity Statement: Students are advised that EKU's Academic Integrity policy will strictly be enforced in this course. The Academic Integrity policy is available at www.academicintegrity.eku.edu. Questions regarding the policy may be directed to the Office of Academic Integrity.

Official E-mail: An official EKU e-mail is established for each registered student, each faculty member, and each staff member. All university communications sent via e-mail will be sent to this EKU e-mail address.

Course Requirements:

Course Outline: