**Guidelines for Preparing Course Templates and Course Syllabi**

**Approved by College of Education Tenured/Tenure-Track Faculty Vote**

**(conducted via email; completed on 12.15.16)**

# Sources of Authority

# Related OPs 32.06 <http://www.depts.ttu.edu/opmanual/OP32.06.pdf> (Section 2 - Teaching)

OP 10.13 1(f):

#  f. Academic programs, including program content, quality, and assessment, are the primary responsibility of the faculty within the academic disciplines. Learning outcomes assessments of academic programs are included in the departments’ annual assessment reports.

# 2016-17 Texas Tech Faculty Handbook (“Faculty Affairs” under several specific policy headings and generally)

# <http://www.depts.ttu.edu/officialpublications/pdfs/2016-17_Faculty_Handbook.pdf>

# Texas Tech Regents Rules 04.04.3: http://www.depts.ttu.edu/oppol/Chapter04.pdf

# SACSCOC 2012 Principles of Accreditation C.S. 3.4.10 <http://www.sacscoc.org/pdf/2012PrinciplesOfAcreditation.pdf>

3.4.10 The institution places primary responsibility for the content, quality, and effectiveness of the curriculum with its faculty.

# AAUP: <http://www.aaup.org/>

In the past there has been a standardized “NCATE/CAPE” syllabus format for the entire college, which is no longer true. The format is now the responsibility of each program, may vary between programs, but must be consistent within the program. The following are factors to consider as syllabi are developed, keeping in mind this process is evolving as college reform initiatives move forward.

**Texas Tech University** [**Operating Policies and Procedures**](http://www.depts.ttu.edu/opmanual/) **(OP) contain some syllabi requirements:**

* OP 32.06: Faculty Responsibility
	+ …within the first week of the semester, faculty members must provide a course syllabus that includes:
		- the course outline;
		- the expected learning outcomes from the course;
		- the methods of assessing those outcomes; and
		- the criteria for grade determination.
	+ Additionally, syllabi should include statements on university policy concerning academic integrity/honesty (OP 34.12.3), special accommodation for students with disabilities (OP 34.22), and student absence for observance of religious holy days (OP 34.19). Additionally the College of Education recommends the inclusion of statements of grade appeals (34.03) and Classroom Civility/Etiquette as discussed in the [Strive for Honor brochure](http://www.depts.ttu.edu/studentengagement/striveforhonor/). A Title IX syllabus statement is suggested by the university at: <http://www.depts.ttu.edu/genderequity/SuggestedSyllabus.php>.
* OP 32.32: Performance Evaluations of Faculty
	+ The administrator responsible for evaluating a faculty member shall provide written evaluations of the faculty member's performance for the preceding year. As part of the evaluation, the Chairperson will verify the inclusion in the course syllabi of expected student learning outcomes and the methods used to assess those outcomes (as required by OP 32.06, Faculty Responsibility).
* House Bill 2504 requires that students, parents, alumni, and community members have easy access to course syllabi. By the seventh class day of each semester/session, course syllabi with associated instructor vita must be posted online and [accessible from the TTU homepage](http://www.ttu.edu/courseinfo/). Although H.B. 2504 specifically applies to undergraduate courses, the College of Education expects graduate syllabi and faculty vita to be posted. The Office of Planning and Assessment provides [guidelines for posting syllabi through Digital Measures](https://sharepoint2010.itts.ttu.edu/EDUC/Education%20Archives/Assessment%20Alerts/Uploading%20Syllabus%20DigitalMeasures.pdf). These syllabi and faculty vita will then automatically be posted to the university’s Public Access website.

**The College of Education has additional course syllabi guidelines.**

* Courses and associated syllabi should not be stand-alone, but considered part of an integrated program. Syllabi should reflect how a given course contributes to the overall program, particularly supporting the program’s trademark outcome(s). The Trademark Outcome must be specified and included.
* Syllabi should indicate how the course relates to the program’s three phases of curriculum and assessment, including appropriate interventions.
	+ Phase One (P1) courses emphasize the foundational knowledge and skills required in the discipline.
	+ Phase Two (P2) courses incorporate the knowledge and skills from P1 and assimilate them into practice in guided and hypothetical settings, such as case studies.
	+ Phase Three (P3) courses integrate the knowledge and skills from Phase 1 with the simulated application from Phase 2, and then employ them in authentic real world settings.
* Syllabi should indicate how courses incorporate Apply and Evaluate (A&E) or End of Phase assessment activities as well as the actual A&E or End of Phase Assessment.
* Syllabi no longer need to indicate a relationship to the NCATE/CAEP Conceptual Framework.
* Syllabi examples are found online at the university’s webpage for [Public Access to Course Information](http://www.ttu.edu/courseinfo/). However, these examples vary considerably, so a standardized syllabi format should be developed for all courses within a given program.

Guidelines for course syllabi are summarized in the following table.

| COURSE SYLLABUS |
| --- |
| Course Information * Prefix, Number and Section
* Course Title
* Course Credit
* Semester and Year
* Course meeting time and location
* Course Description 1
* Course Purpose
 |
| Instructor * Name
* Office location
* Office telephone number
* E-mail address
* Office hours
 |
| Trademark Outcome(s)  |
| Indication how the course relates to the program’s three phases of curriculum and assessments, and the Phase(s) being addressed by this course. |
| Apply & Evaluate (A&E) incorporated into the course  |
| Course Outline 2 with Student Learning Outcomes 3 and associated assessments  |
| Textbook or other printed/electronic required or supplemental materials  |
| Assignments, Evaluation Procedures, and Grading Policies |
| Schedule of activities and assignments  |
| Course Policies and Procedures 4  |
| Selected Bibliography 5  |
| Other guidelines and policies as determined by program faculty.  |

1 Course Description: This should be the university catalog course description, which may [be found online.](http://catalog.ttu.edu/content.php?catoid=2&navoid=163)

2 Course Outline: This a detailed listing of the major topics included in the course.  Major headings and subheadings should be linked to specific student learning outcomes.

3 Student Learning Outcomes: What faculty members expect students to know and be able to do by the end of the course, which should include skills and products.

4 Course Policies: This section is used to describe policies for class attendance, make-up work, absence for observance of religious holidays, etc. Included here are also such statements as accommodations for students with disabilities, appropriate dress for field experiences, academic honesty and civility in the classroom.

5 Selected Bibliography: The literature/knowledge base that supports the course.