UNIVERSITY-WIDE SYLLABUS REQUIREMENTS

Every Woodbury University syllabus must have these three sections to help students understand their learning and your expectations:

1. **Learning Outcomes**: State them and explain how these fit into a larger curricular context.
2. **Processes, Activities, and Assignments**: Describe each in terms of what students are to learn.
3. **Assessment**: State what is the evidence of student learning and how this evidence is assessed.

1. **LEARNING OUTCOMES**
Write these outcomes so that the student can place them within a larger curricular framework. Learning outcomes reflect what a student will know and will be able to do as a result of completing the course. The outcomes must be derived from and tied to the department’s curricular map and/or the university’s six principles. On the next page is information on how to phrase the outcomes as knowledge, skill, attitude, or value based.

2. **PROCESSES, ACTIVITIES, and ASSIGNMENTS**
Describe the pedagogical processes and course’s activities and assignments in terms of learning outcomes so that a student understands the links between your course and learning outcomes. The processes, activities, and assignments articulate the learning outcomes and provide structure for the student’s learning. Although processes, activities, and assignments may overlay, you may think of them in these terms: **Processes** may refer to lectures, discussions, group work, reviews, labs, conferences, etc. **Activities** may refer to field trips, presentations, tests, quizzes, and to the production of written, aural, or visual materials. **Assignments** may be writing, reading, drawing, filming, building, etc. assignments and may include photographing, discovering, modeling, calculating, proposing, investigating, analyzing, entertaining, etc.

Identify what will be group work and what will be individual work. Include a statement about expectations of academic honesty. **Provide a link to or copy of the university’s Academic Honesty Policy.**

3. **ASSESSMENT**
Clearly describe how processes, activities, and assignments are weighted and evaluated, and are determining final grades. Tell students, too, how their attendance and participation may affect their final grades (following guidelines in the catalog or offered by your department) and explain how activities or assignments completed after the due date will be evaluated. Include rubrics for assessing specific major activities or assignments when possible.

From the student’s viewpoint, assessment means “grading”: what is being graded and how it’s being graded. From the faculty member’s viewpoint, assessment is an evaluation of how well a student achieved the course’s learning outcomes: the student’s “evidence”—presented in processes, activities, and/or assignments—is evaluated by criteria that have been established by a faculty group.

**GENERAL NOTES**: The university requires that all syllabi include these three sections and basic course information (see the next page.) Syllabi are to be developed with and approved by a curriculum coordinator who usually is a department chair or program director. A syllabus should not be longer than 15 pages and considerably shorter syllabi are preferable.

For further explanation of any aspect of these university syllabus requirements, please read the following page and please confer with your curriculum coordinator, another department faculty member, or the Executive Director of the Institute for Excellence in Teaching and Learning.
BASIC COURSE INFORMATION (mandatory)
Woodbury University    Course Number, Title, and Units
Department    Course Description (as stated in catalog)
Semester and Year    Course Prerequisites (as stated in catalog)
Instructor and Contact Information

LEARNING OUTCOMES (mandatory)
Describe or list the learning outcomes and the level of achievement students are expected to have at the end of the course. You may use broad levels of achievement such as these: introduced, practiced, mastered; or low, average, superior; novice, intermediate, expert, etc.

- **Knowledge-Based Outcomes**: The student knows the basics or specifics of a discipline; becomes familiar with theory; bridges theory with practice; understands multiple approaches or philosophies; assesses the implications of multiple approaches or philosophies, etc.

- **Skill-Based Outcomes**: The student reads, researches, writes; or gathers and analyzes information, practices digital skills, masters technique, applies formulae, etc.

- **Attitude- and Value-Based Outcomes**: The student appreciates multiple perspectives, values diverse approaches, articulates judgment system, displays self-confidence, engages commitments, and knows when to take action on ethical or moral issues, etc.

MAJOR PROCESSES, ACTIVITIES, and ASSIGNMENTS (mandatory)
Describe or list the important processes, activities and assignments, and relate them to the learning outcomes.

ASSESSMENT (mandatory)
Include how activities and assignments are weighted. See example below.

<table>
<thead>
<tr>
<th>Activities</th>
<th>Percentage of Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Individual Project</td>
<td>35%</td>
</tr>
<tr>
<td>Reading Notes</td>
<td>15%</td>
</tr>
<tr>
<td>Group Project</td>
<td>15%</td>
</tr>
<tr>
<td>Final Exam</td>
<td>25%</td>
</tr>
<tr>
<td>Participation</td>
<td>10%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

Identify how the different kinds of processes, activities and assignments are evaluated. Include a link to or copy of a rubric when available. Final letter grades are assigned a value based on a 4.0 scale; see Academic Standards in the catalog for a description of grading guidelines.

REQUIRED TEXTS AND MATERIALS (mandatory if any)
Students should know what they are expected to read and all the expenses they will incur as a result of completing the course successfully. These expenses may be defined by paying fees or purchasing textbooks, software, tools, materials, etc.

POLICY STATEMENTS (strongly recommended)
This includes statements about accommodating students with documented learning disabilities, the use of electronic equipment in class, expectations regarding student conduct, studio culture, etc.

SCHEDULE (strongly recommended)
Provide students with a schedule that includes specific due dates for major activities and assignments. Include a caveat, if needed, about the potential for schedule changes.