***The following information must be included on every syllabus:***

1. **Course number** and **name**

2. **Instructor information**: name, office location, e-mail address, office phone number, office hours

3. **Required materials** for the course (textbooks, etc.)

4. *If applicable*: Statement about **Distance Education** status including the percentage of the course offered via distance, how online office hours are conducted, minimum level of student preparation and technical skills, required hardware, and information pertaining to accessing and using online resources. See p. 2.

5. *If applicable*: The syllabus must include a prominent statement identifying the course as an approved **General Education** course indicating the academic foundations category (English Composition, Mathematics, Public Speaking, Interdisciplinary, or Diverse Communities) or distributive category (Sciences, Humanities, Behavioral & Social Sciences, or Arts). Any attributes (W, I, or J) must be listed as appropriate. See pp. 2-4.

6. **Student learning outcomes**: All syllabi must communicate the course-level student learning outcomes (SLOs), what the course is intended to accomplish. These must be clear, observable and measurable. The link between SLOs and assessments (exams, papers, etc.) must be explicit. If applicable, course SLOs should be linked to programmatic SLOs.

1. Syllabi for *required* courses must **state** relevant program-level SLOs and **link** these goals to how they are assessed.
2. Syllabi for *General Education* courses, including those with an attribute (*I*, *J*, or *W*), must **state** relevant General Education goals and **link** these goals to how they are assessed. See pp. 2-4.

7. **Evaluation** policy

1. Faculty must inform students at the beginning of a course of the nature and number of evaluations.
2. Faculty teaching courses below the 400-level should examine student academic progress by means of **at least three major evaluations** during a semester. Refer to the policy for a discussion of “skills courses”.
3. One major evaluation should be given prior to the end of the 8th week of the semester (or its equivalent during summer session). For 100-level courses, the results of the 1st evaluation should be returned prior to the 7th week of the semester.
4. Final examinations in courses below the 400-level should be weighted to not exceed one-third of the final grade.

8. **Course outline**

9. Instructor’s **attendance** policy

10. Policies common to all WCU syllabi: **No Grade**, **Academic Integrity**, **Student Code of Conduct**, **ADA**, **Title IX**, **E-mail**, **Excused Absences Policy**, Emergency Preparedness.

***The following information must be included on syllabi of the following categories:***

**Distance Education Courses:**

* The syllabus must include a clear statement indicating:
	+ What percentage of the course will be offered via distance.
	+ How online office hours are conducted, including ways in which instructor(s) may be contacted.
	+ The minimum level of student preparation needed.
	+ The minimum technical skills needed for students to be successful.
	+ The required hardware (e.g., PC/Mac, webcam) and software (e.g., version of operating system or software).
	+ A method for instructing students on how to access resources (e.g., library) at a distance.
	+ A method for informing students of the technical support, including contacts to help resolve technical problems.
	+ A method for insuring the integrity of evaluation methods including information about proctored exams, if required.
	+ A method for communicating expectations for participation in online discussions, email, and other communication.
	+ A method for providing students with a schedule of class activities including deadlines and due dates for all course activities and, if applicable, a schedule of when students must be in attendance for traditional in‐class instruction.
	+ A method for ensuring appropriate student‐student and student‐faculty interaction through appropriate course design.
	+ A method for addressing issues related to students who fall under the Americans with Disabilities Act.

**General Education English Composition Courses:**

* The syllabus must:
	+ Include a prominent statement that the course is a General Education course satisfying the English Composition requirement.
	+ Identify the course as one designed to help meet at least two General Education goals, one of which must be Goal #1 (*effective communication*). Goals #3 or #6 are often the secondary goals.
	+ Explicitly link the course goals with how they are assessed (e.g., via exams, papers, etc.).

**General Education Mathematics Courses:**

* The syllabus must:
	+ Include a prominent statement that the course is a General Education course satisfying the Mathematics requirement.
	+ Identify the course as one designed to help meet at least two General Education goals, one of which must be Goal #2 (*quantitative analysis*). Goals #1 or #3 are often the secondary goals.
	+ Explicitly link the course goals with how they are assessed (e.g., via exams, etc.).

**General Education Public Speaking Courses:**

* The syllabus must:
	+ Include a prominent statement that the course is a General Education course satisfying the Public Speaking requirement.
	+ Identify the course as one designed to help meet at least two General Education goals, one of which must be Goal #1 (*effective communication*). Goals #3 or #4 are often the secondary goals.
	+ Explicitly link the course goals with how they are assessed (e.g., via exams, presentations, etc.).

**Interdisciplinary “I” Courses:**

* The syllabus must:
	+ Include a prominent statement that this course is an approved General Education course that meets the Interdisciplinary (I) requirement.
	+ Identify the course as one designed to help meet at least two General Education goals, one of which must be Goal #4 (*demonstrate the ability to think across and about disciplinary boundaries*). Goals #3 or #6 are often the secondary goals.
	+ Explicitly link the course goals with how they are assessed (e.g., via exams, papers, presentations, etc.).
	+ Include an explicit statement indicating which three disciplines are used substantively in the course.
* Course objectives and organization must reflect an interdisciplinary approach.
* Required readings and assignments must reflect an interdisciplinary approach.

**Diverse Communities “J” Courses:**

* The syllabus must:
	+ Include a prominent statement that this course is an approved General Education course that meets the Diverse Communities (J) requirement.
	+ Identify the course as one designed to help meet at least two General Education goals, one of which must be Goal #5 (*respond thoughtfully to diversity*). Goals #4 or #6 are often the secondary goals.
	+ Explicitly link the course goals with how they are assessed (e.g., via exams, papers, presentations, etc.).
* Identify which historically marginalized groups (based on gender, race, class, ethnicity, religion, disability, sexuality, etc.) are studied in the course. The syllabus must be clear that the study of the identified historically marginalized groups is substantive in nature.
* Identify one or more theoretical frameworks upon which the course is based. It must be clear that the theoretical framework of the course provides an analysis of structural inequities.
	+ Include an explicit statement indicating how the course might foster an informed and reasoned openness to, and understanding of, difference.
	+ Include an explicit statement indicating how the course might further the University’s goal of graduating students who are committed to creating a just and equitable society.
	+ Reflect consideration in the course of how marginalized groups resist oppression and have agency in spite of structural exclusion and discrimination.
* Course objectives and organization must reflect the required approaches to this course.
* Readings and assignments must reflect the required approaches to this course.

**General Education Distributive Science Courses:**

* The syllabus must:
	+ Include a prominent statement that the course is a General Education course satisfying the Science requirement.
	+ Identify the course as one designed to help meet at least two General Education goals, one of which must be Goal #3 (*critical and analytical thinking*). Goals #2 or #6 are often the secondary goals.
	+ Explicitly link the course goals with how they are assessed (e.g., via exams, papers, etc.).

**General Education Distributive Behavioral & Social Sciences Courses:**

* The syllabus must:
	+ Include a prominent statement that the course is a General Education course satisfying the Behavioral & Social Sciences requirement.
	+ Identify the course as one designed to help meet at least two General Education goals, one of which must be Goal #3 (*critical and analytical thinking*). Goals #2, #4, or #5 are often the secondary goals.
	+ Explicitly link the course goals with how they are assessed (e.g., via exams, papers, etc.).

**General Education Distributive Humanities Courses:**

* The syllabus must:
	+ Include a prominent statement that the course is a General Education course satisfying the Humanities requirement.
	+ Identify the course as one designed to help meet at least two General Education goals, one of which must be Goal #6 (*make informed decisions and ethical choices*). Goals #3, #4, or #5 are often the secondary goals.
	+ Explicitly link the course goals with how they are assessed (e.g., via exams, papers, etc.).

**General Education Distributive Arts Courses:**

* The syllabus must:
	+ Include a prominent statement that the course is a General Education course satisfying the Arts requirement.
	+ Identify the course as one designed to develop a student’s ability to think critically and analytically about the form and function inherent in the creative process, and at least one other General Education goal. Goals #1 or #3 are often the secondary goals.
	+ Explicitly link the course goals with how they are assessed (e.g., via exams, projects, etc.).

**Writing Emphasis “W” Courses:**

* The syllabus must:
	+ Include a prominent statement that the course is a Writing Emphasis (W) course.
	+ Identify the course as one designed to help meet at least two General Education goals including Goal #1 (*effective communication*) and Goal #3 (*critical and analytical thinking*).
	+ Explicitly link the course goals with how they are assessed (e.g., via exams, papers, etc.).
* The course goals listed in the syllabus must include writing instruction and improvement.
* The syllabus must identify:
	+ At least three types of writing assignments (e.g., a research paper, an essay examination, and a journaling assignment).
	+ At least one formal writing assignment (e.g., essay examinations, research-based essays and reports, reflective essays of analysis or synthesis).
	+ At least one informal writing assignment (e.g., journal entries, reaction papers, class note summaries).
	+ One or more writing assignments that will be returned to students with comments and suggestions provided by the instructor and, where appropriate, peers; comments and suggestions will be focused on the encouragement of critical thinking and improvement in writing in the discipline.
	+ One or more opportunities for student revision of their work based on constructive feedback provided by the instructor and, where appropriate, by peers.
	+ How the instructor will provide instruction in the specific techniques of composition that are appropriate for the writing assignments included in the course.
* The syllabus must indicate:
	+ Allotment of course time on specific days for multiple specific types of writing instruction such the following: Practice in techniques of research; Discussion of writing process/stages such as drafting, revising, editing; In-class drafting; Work-shopping; Peer reviewing; Study of organizational strategies; Examination of model texts (professional or student written); Co-creation of grading rubrics; One-on-one conferencing with faculty; Use of the Writing Center.
	+ The percentage of the final grade to be derived from writing assignments.
* The syllabus must be prepared with attention to grammatical and syntactic clarity; that is, the syllabus itself is the first model piece of writing that students will encounter in this class.