

SYLLABUS APPROVAL FOR CORE CURRICULUM COURSES

Updated December 2008*

For Syllabus Approval for courses for the Core Curriculum, please submit the following to the Office of Undergraduate Studies (ugradstudies@scu.edu) with a copy to your department chair. Electronic submissions are preferred. The following sections must be included in all submissions:

- Cover Sheet including Undergraduate Bulletin Description (if different from current description)
- Student Learning Assessment Plan
- Tentative Syllabus (see Guidelines below)

Submission Deadlines

- January 30, 2009
- April 30, 2009
- October 15, 2009

1. Cover Sheet

- Date application submitted
- Course title
- Faculty Name and Department
- Core Area or Requirement. *If this course will be part of a Pathway, please provide the tentative Pathway title.*
- Undergraduate Bulletin Description. For *new or transformed courses* please provide a new or revised Bulletin description of no more than two sentences. If there is no change to the description, please state “No Change”.

2. Student Learning Assessment Plan

- Briefly indicate which course activities and graded assignments (e.g., papers projects, exams, and presentations) map to each learning objective for the Core Area. See <http://www.scu.edu/provost/ugst/core2009/goals.cfm>.
For examples of approved student learning assessment plans, see the Approved Syllabi page of the Core2009 website.
- Some Faculty Core Committees have posted additional guidelines or criteria. (See <http://www.scu.edu/provost/ugst/core2009/course-guidelines.cfm>) If guidelines or criteria have been posted for this Core area, briefly explain how they are addressed in the courses.

3. Tentative Syllabus

- The syllabus should contain the usual content for a course in your college/school and department including explicit expectations for student performance and attainment, as well as an explanation of how students will receive feedback on their performance and how it can be improved (see WASC Standard 2 below).

- The syllabus should include the following: Learning objectives for the Core Area/Requirement (as well as learning objectives for the particular course). Feel free to cut and paste from <http://www.scu.edu/provost/ugst/core2009/goals.cfm>. If the course is part of a sequence, please consult the learning objectives for other courses in the sequence to ensure that your course is addressing the appropriate objectives. Syllabi for two-quarter sequences of Cultures and Ideas 1 and 2 and Critical Thinking and Writing 1 and 2 should be submitted together. If your syllabus does not contain the learning objectives, an explanation of how the learning objectives will be clearly communicated to the students must be included in the cover letter.

Please note the following additional information:

Consultation: Faculty are invited to consult with members of the Core Curriculum Implementation Team or the Faculty Core Committees before submitting syllabi. See <http://www.scu.edu/provost/ugst/core2009/committees.cfm>.

Approval process: The Office of Undergraduate Studies will forward the completed packet (Cover Sheet, Bulletin Description if needed, Student Learning Assessment Plan, and Syllabus) to the Faculty Core Committees. Faculty Core Committees may approve the syllabus for the Core Area; they may request revisions and offer recommendations; or they may determine that a syllabus does not meet the learning objectives of the Core Area. Faculty wishing to appeal an FCC decision may contact the Core Curriculum Implementation Team, which will seek a resolution. If the CCIT cannot broker a resolution, the faculty member may appeal to the Academic Affairs Committee.

Syllabus approval for the Core does not replace departmental approval. Syllabi must be submitted to department chairs at the time of submission to the Office of Undergraduate Studies. Please discuss syllabi with department chairs. Syllabus approval does not ensure that a particular course will be scheduled. Course scheduling and faculty assignments are handled by department chairs and deans.

Some latitude is reasonable and expected in teaching an approved course. If a later version of a course changes significantly from the course that has been approved, the new syllabus should be submitted to the Office of Undergraduate Studies, ugradstudies@scu.edu.

The University recommends that syllabi include a statement on Disabilities Accommodations and an Academic Integrity Policy. Many faculty refer to the following statement on Academic Accommodations for Disabilities: “To request academic accommodations for a disability, students must contact Disabilities Resources in Benson Center, (408) 554-4111 or TTY (408) 554-5445. Students must register with Disabilities Resources and provide appropriate documentation to that office prior to receiving accommodations.”

For the Academic Integrity Policy, see www.scu.edu/academics/bulletins/undergraduate/Academic-Integrity.cfm.

The following may be of interest to faculty developing syllabi for the Core. These are

“Criteria for Review” from our regional accrediting body, the Western Association of Schools and Colleges. The intent of these “Criteria” is to support academic quality and student learning. For the complete list of the 42 Criteria see www.wascsenior.org.

WASC Standard 2: Achieving Educational Objectives through Core Functions

2.3. The institution’s student learning outcomes and expectations for student attainment are clearly stated at the course, program and, as appropriate, institutional level. These outcomes and expectations are reflected in academic programs and policies; curriculum; advisement; library and information resources; and the wider learning environment.

2.4. The institution’s expectations for learning and student attainment are developed and widely shared among its members (including faculty, students, staff, and where appropriate, external stakeholders). The institution’s faculty takes collective responsibility for establishing, reviewing, fostering, and demonstrating the attainment of these expectations.

2.5. The institution’s academic programs actively involve students in learning, challenge them to meet high expectations, and provide them with appropriate and ongoing feedback about their performance and how it can be improved.

2.6. The institution demonstrates that its graduates consistently achieve its stated levels of attainment and ensures that its expectations for student learning are embedded in the standards faculty use to evaluate student work.