

SBGE MODEL SYLLABUS GUIDELINES

"The syllabus is a small place to start bringing students and faculty members back together...If students could be persuaded that we are really interested in their understanding of the material we offer, that we support their efforts to master it, and that we take their intellectual struggles seriously, they might respond by becoming more involved in our courses, by trying to live up to our expectations, and by appreciating our concern. Then the real work of learning can begin."~ Sharon Rubin

1. Instructor

- (a) Name, office location, telephone number(s), voice mail, E-mail, home page address, fax number and office hours.
- (b) Optional: personal biography (one paragraph only)

2. Course Description

- (a) Course number, section number, course title, meeting days and times, location and credit hours, time of final exam (if any).
- (b) Prerequisites/co-requisites for the course.
- (c) Description. Provide a brief description of the nature of the course, generally corresponding to and elaborating on the description in the *SPU Catalog*.
- (d) Optional: a rationale/justification for taking the course.

3. Learning Objectives

This section represents the *core* of the syllabus. SBGE has defined its mission and identified a range of knowledge, skills, and character *outcomes* that flow from the mission (see "b" below). *Learning objectives* are the specific activities used to measure a student's mastery of the requisite knowledge, skills, and character traits.

- (a) Learning objectives should answer the following questions:

- [1] *What* do students need to *know* about this subject?
- [2] *How* do we want students to *use* the knowledge?
- [3] Under what *circumstances* will students be expected to demonstrate their knowledge?
- [4] What are the *standards* that will be used to judge students' performance?

A well-constructed behavioral learning objective should indicate both content (the *what* question; see [1] above) and the kind of behavior expected (the *how* question in [2] above). It is common to start the objective with an action verb -- see the attached "Inventory Concrete of Verbs" -- that clarifies how students will demonstrate competency. Context (see [3] above) and performance (see [4] above) criteria can be specified in the particular assignment or project.

- (b) SBGE's outcomes or curricular goals are listed in the most current map. Identify which will be emphasized in the course. Each course is expected to include at least the specific learning outcomes identified in the map. Note: not every objective will be covered in every course.

[1] Knowledge – examples include:

- common body of knowledge
- in-depth knowledge
- Christian world view

[2] Skills – examples include:

- work effectively in teams
- plan, organize and complete complex interdependent projects
- behave professionally
- communicate effectively orally
- communicate effectively in writing
- make effective presentations
- use quantitative analysis to aid decision making
- use information technology
- apply learning in critical thinking to address new, unstructured business/organizational problems
- self-assess personal skills and abilities

[3] Character – examples include:

- enhance ethical sensitivity
- understand and demonstrate the principles of servant leadership
- develop integrity
- self-assess personal values

4. Instructional Methods

This section is critical to fostering active learning in the classroom. It should describe the kinds of learning activities that are planned for the course and indicate why students will be asked to participate in them.

5. Text and Other Materials

- (a) Required texts: An annotated list. (A rationale for choosing the text could be given.)
- (b) Supplementary readings: Material on reserve or recommended reading.
- (c) Location of online resources.

6. Course Requirements and Grading

- (a) Specify the percentage of the course grade assigned to each course activity
- (b) Explain instructor's evaluative instruments: class participation, quizzes, tests, papers, reports, projects, etc.
- (c) Policies re:
 - (1) Academic honesty
 - (2) Extra credit
 - (3) Attendance
 - (4) Late assignments
 - (5) Snow closure policy (for fall and winter quarters) and the "emergency closure hotline" (281-2800) for all terms
 - (6) Possible changes in the syllabus (i.e. "requirements, schedule and procedures are subject to change in the event of extenuating circumstances")
 - (7) Disability ("If you have a specific disability that qualifies you for academic accommodations, please contact Disabled Student Services in the Center for Learning to make your accommodations request. Once your eligibility has been determined, Disabled Student Services will send a letter to your professors indicating what accommodations have been approved.")

(8) Emergency (“Please familiarize yourselves with the emergency information posted on the wall of the classroom. Our evacuation site is indicated there.” (Classes in McKenna Hall are to be evacuated to the McKenna parking lot.)) Include this syllabus addendum on emergency information and refer to it in class.

7. Course Calendar

Provide the relevant dates for assigned course topics, lectures, readings, assignments, projects and examinations. Include your rationale for why the course is organized as it is.

Behavioral Objectives

A well-constructed behavioral learning objective or competency statement has the following characteristics:

- It expresses one objective.
- It is specific.
- It states what the student will be able to do after the learning experience.
- It uses a concrete verb to specify the desired activity that must be performed by the student to demonstrate competency.

Inventory of Concrete Verbs Denoting Action Taken

The following suggested verbs are arranged in the six cognitive domains identified in Bloom's taxonomy.

1. Know- ledge	2. Compre- hension	3. Appli- cation	4. Analysis	5. Synthesis	6. Evaluation
Arrange	Classify	Apply	Analyze	Arrange	Assess
Define	Describe	Choose	Appraise	Appraise	Attach
Duplicate	Discuss	Demonstrate	Assemble	Argue	Choose
Label	Explain	Dramatize	Calculate	Collect	Compare
List	Express	Employ	Categorize	Compose	Debate
Memorize	Identify	Engage	Compare	Construct	Defend
Name	Indicate	Illustrate	Contrast	Create	Estimate
Order	Locate	Interpret	Convert	Design	Evaluate
Recognize	Record	Operate	Criticize	Formulate	Judge
Relate	Restate	Practice	Diagram	Justify	Predict
Recall	Review	Schedule	Differentiate	Manage	Rate
Repeat	Select	Sketch	Discriminate	Organize	Score
Reproduce	Tell	Solve	Distinguish	Plan	Select
Translate	Transfer	Use	Examine	Prepare	Support
			Experiment	Present	Summarize
			Inventory	Propose	
			Question	Set up	
			Test Value	Suggest	
			Write		

Maintaining record of syllabus. Before the beginning of each quarter, each faculty member will forward an electronic copy of his or her syllabi for that quarter to the staff person designated for maintaining the database of such syllabi. The syllabi will then be posted to the School’s internal website. Annually, the faculty member will also complete, execute and deliver the following certification:

Course certification for regular SBGE faculty:

I am confirming the following with respect to the course identified below:

1. *I have reviewed the curriculum maps (both knowledge and skill) as they apply to this course.*
2. *The syllabus for this course specifically identifies each of the knowledge and skill objectives which the curriculum maps indicate will be covered by this course ("curriculum map objectives") in language that would allow a reasonable third party to connect the learning objectives in the syllabus to the curriculum map objectives.*
3. *In designing this course, I have included assessment tools that will allow me to measure whether and to what extent my students have achieved the curriculum map objectives.*
4. *This course is designed to meet the credit hour requirements described in the SBGE faculty manual of at least two hours of work outside of class for every hour of class, or the equivalent workload for online or hybrid classes.*

Course Name: _____ Course Number: _____

Quarter: _____ Academic year: _____

/s/ Signature of faculty member