CLAS Guidelines for Course Syllabi

The syllabus provided with new course requests must include the following:

1. **Course description**
   Provide course content and goals, key points of methodology, clinical or theoretical approaches, course themes and special requirements.

2. **Student Learning Outcomes**
   Learning outcomes indicate what students will gain from the course, as opposed to what the instructor wishes to accomplish. In specifying the outcomes address specific tasks, fields of knowledge, methodologies, techniques and so on, at a level of expectation appropriate to the course content. For example: “Students completing course X will be able to…..” The number of outcomes varies widely, depending on program requirements, external accreditation and the specific nature of the course.

*Examples of learning outcomes:*

**ENGLISH COURSE**
Upon successful completion of this course:
- Students will have learned a variety of rhetorical theories and analysis methods.
- Students will be conversant with key figures, events, and discourse practices within the environmental movement and understand the connections of those practices to environmental and other civic debates in society at large.
- Students will have gained proficiency in Web and other research strategies and in analytical writing methods.

**JUSTICE STUDIES COURSE**
Upon successful completion of this course:
- Students will develop an in-depth understanding on how cultural diversity changes and broadens conventional understanding of justice.
- Students will grasp major concepts and theories, and critically evaluate the strengths and weaknesses of competing analyses and policy propositions in reconciling cultural diversity and democratic justice.
- Students will articulate their own views on the major issues addressed in class through presenting evidence and arguments, and be able to justify their own conclusions.
- Students will cultivate and improve upon critical-thinking, writing, and presentation skills in general.

**EARTH AND SPACE EXPLORATION COURSE**
Upon completion of this course:
- Students will understand and use the tools of applied electronics and mechanical design as used by the modern scientific instrument builder.
- Students will develop a systematic approach to the design process: Identify a scientific problem, develop specifications necessary to solve the problem, develop a prototype solution, test solution for plausibility, break down problem into components, design and build the solution then test in a relevant environment.
- Students will gain hands-on experience with laboratory projects throughout the course, and a final project encompassing all the skills learned in the course.
3. **Listing of Assignments**
   Describe the types of assignments in the course and their number and frequency (e.g., avg. number of pages per semester of critical writing avg. hours spent in laboratory work). Include if relevant, length and format of papers, structure of projects, and nature of exams. Note: assignments should always be linked to learning outcomes.

4. **Grading Policies and Percentages:**
   Provide a clear account of how the assignments (in #3) are graded and what percentage each represents in the total course grade. Provide a grading scale, i.e., what grades will be available and what percentage must a student earn to be granted each possible grade.

5. **Required Readings** (and recommended readings, where applicable). Required texts or other purchases.

6. **Course Itinerary:**
   A weekly schedule, including reading and writing assignments, exam dates, etc.

7. **A Statement on academic dishonesty** - include the following statement:

   Academic honesty is expected of all students in all examinations, papers, laboratory work, academic transactions and records. The possible sanctions include, but are not limited to, appropriate grade penalties, course failure (indicated on the transcript as a grade of E), course failure due to academic dishonesty (indicated on the transcript as a grade of XE), loss of registration privileges, disqualification and dismissal. For more information, see [http://provost.asu.edu/academicintegrity](http://provost.asu.edu/academicintegrity).

8. **A Disability Policy Statement** – sample syllabus statements regarding disability accommodations are listed below:

   **Disability Accommodations:** Qualified students with disabilities who will require disability accommodations in this class are encouraged to make their requests to me at the beginning of the semester either during office hours or by appointment. **Note:** Prior to receiving disability accommodations, verification of eligibility from the Disability Resource Center (DRC) is required. Disability information is confidential.

   **Establishing Eligibility for Disability Accommodations:** Students who feel they will need disability accommodations in this class but have not registered with the Disability Resource Center (DRC) should contact DRC immediately. Their office is located on the first floor of the Matthews Center Building. DRC staff can also be reached at: 480-965-1234 (V), 480-965-9000 (TTY). For additional information, visit: [www.asu.edu/studentaffairs/ed/drc](http://www.asu.edu/studentaffairs/ed/drc). Their hours are 8:00 AM to 5:00 PM, Monday through Friday.

If you have any questions, please contact Jenny Smith at 965-6506