

## SYLLABUS REQUIREMENTS

### POLICY STATEMENT

To ensure that 1) program faculty collectively agree upon and maintain consistent course purpose statements and learning outcomes; 2) students receive consistent communication in this regard; and 3) faculty and Academic Units are able to access syllabi for all classes, Northern Arizona University requires the development and use of syllabi in accordance with this policy. Each course must have an approved syllabus on record that adheres to the University's Syllabus Template. Each class section must have a syllabus that aligns with the course syllabus of record. Academic units shall maintain all approved and current syllabi and related materials, such as individualized term-specific requirements, for all classes taught in a central unit electronic repository to which all unit faculty or instructors have ongoing ready access. At least once every four years, each Academic Unit shall review and update, as needed, syllabi for all courses being offered. Each syllabus will be reviewed and approved during the course's curriculum approval, academic program review, or discipline-specific accreditation.

### REASON FOR THIS POLICY

Consistently applied syllabus requirements help ensure that regardless of the instructor, location, modality, or timing, each class section addresses the same course purpose and learning outcomes as designated by the program's faculty and ensures accessibility of course and class syllabi. Further, this policy supports the achievement of the Degree Program Expectation for Strategic Course Design, thus fulfilling High Learning Commission accreditation requirements regarding educational quality as well as syllabi accessibility.

### ENTITIES AFFECTED BY THIS POLICY

- Office of the Provost
- All Academic Units

### WHO SHOULD KNOW THIS POLICY

- Academic Unit leaders
- All faculty and graduate teaching assistants
- Deans
- Vice Provost for Teaching, Learning Design, and Assessment

### DEFINITIONS

#### Academic Unit

**Student Learning Outcomes**: the scope (breadth and depth) of what students will know or be able to do upon successful completion of a course. Course learning outcomes are explicit, are learning-centered (focus on what students learn rather than on what faculty teach), align with the Course Purpose Statement, and are appropriate to the level of the degree offered ( , Master's degree outcomes would be more rigorous and comprehensive than Bachelor's degree outcomes, etc.).

**P**

