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Academic syllabus review process

# Syllabi Review

## Introduction

As part of each assessment cycle, selected course syllabi will be collected and reviewed by the Johnson College Assessment Team (JCAT) to ensure that the syllabi are coherent and comprehensive. This procedure was created as part of the closed loop academic assessment process at Johnson College. A syllabi review is essential for Johnson College since syllabi are technically legal documents, meaning, they will be the ultimate deciding point in any grievance proceeding.

Over the course of your Academic Assessment Timeline, JCAT will complete a robust review of selected course syllabi. Following the suggested procedure will ensure that all of your syllabi will function properly.

## Procedure

Please use the attached Syllabus Review Checklist to ensure that all included syllabi requirements are present. Keep in mind that the information must be comprehensive so students are aware of what the instructor expects of them.

A copy of each of each syllabi must be submitted to the department chair prior to the first week of classes each semester.

If any syllabus needs improvement, the Department Chair will meet with the faculty/instructor. Items that need improvement will be noted on the Syllabus Review Checklist, and requested changes will be made within one week and returned to the Department Chair.

Once a revised syllabus has been approved, make new copies immediately, and distribute them to your students.

## Protocol

The syllabus review process has six steps:

Step 1: The program director will supply printed copies of all program syllabi to JCAT.

Step 2: JCAT will randomly select approximately 33% of the syllabi for review.

Step 3: Using the attached checklist, syllabi will be reviewed for completeness and clarity, keeping in mind the unique backgrounds of those students who are underrepresented in higher education.

Step 4: JCAT will compile the checklists and associated comments and will return them to the program director.

Step 5: The program director and department faculty will work to correct any issues found in the syllabi and will review the remaining 67% of syllabi to identify similar issue that may be prevalent throughout the program.

Step 6: Upon completion of the internal review, the program director will notify JCAT in writing that a full review was completed and any identified issues were corrected.

## **Program: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Semester/Year: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Reviewed By: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 1. Course name and identifier |  |  |  |  |  |  |  |  |  |  |
| 1. Course prerequisites and/or co-requisites |  |  |  |  |  |  |  |  |  |  |
| 1. Instructor’s name, office location & phone number |  |  |  |  |  |  |  |  |  |  |
| 1. Instructor’s office hours |  |  |  |  |  |  |  |  |  |  |
| 1. Lab or Lecture section(s) time & place |  |  |  |  |  |  |  |  |  |  |
| 1. Course Overview matches the description from the course catalog |  |  |  |  |  |  |  |  |  |  |
| 1. Course Objectives are appropriate and measureable |  |  |  |  |  |  |  |  |  |  |
| 1. Textbooks and other required/recommended materials are listed |  |  |  |  |  |  |  |  |  |  |
| 1. Instructional Strategies Statement |  |  |  |  |  |  |  |  |  |  |
| 1. Detailed description of how grades are calculated |  |  |  |  |  |  |  |  |  |  |
| 1. Attendance Policy |  |  |  |  |  |  |  |  |  |  |
| 1. Late Work Policy |  |  |  |  |  |  |  |  |  |  |
| 1. Drop Date listed (the actual date for that semester should be provided) |  |  |  |  |  |  |  |  |  |  |
| 1. Resources for students |  |  |  |  |  |  |  |  |  |  |
| 1. ADA Statement |  |  |  |  |  |  |  |  |  |  |
| 1. Student Services statement |  |  |  |  |  |  |  |  |  |  |
| 1. Academic Integrity statement |  |  |  |  |  |  |  |  |  |  |
| 1. Diversity statement |  |  |  |  |  |  |  |  |  |  |
| 1. Course Outline: In what sequence will the course content be taught? |  |  |  |  |  |  |  |  |  |  |
| 1. Are assignments connected to learning objectives? |  |  |  |  |  |  |  |  |  |  |
| 1. Are rubrics attached (if applicable)? |  |  |  |  |  |  |  |  |  |  |
| 1. Syllabus Acknowledgement Form |  |  |  |  |  |  |  |  |  |  |
| 1. Mission statement included in the footer |  |  |  |  |  |  |  |  |  |  |
| Comments: | | | | | | | | | | |