The course syllabus should include elements in this sample. It should give a clear sense of the scope, nature, integrity, and rigor of the course. **For courses where both graduate and undergraduate credit is available, be sure that your syllabus describes the requirements and grading criteria for both levels of students.**

<u>*SAMPLE SYLLABUS*</u>

SYLLABUS for *(COURSE TITLE)*
      (Departments may have a required template—use that one instead.)

Instructor:	**Email:**
Office Location:	**Office Phone:**
Office Hours:	**Course Credits:**
Class Meeting Day(s):	**Class Time:**
Class Location / Room:	**Term / Semester:**

Course Description *(typically from catalog)*

Course Objectives and Student Learning Outcomes *(put general course goals and specific, measurable student learning objectives in this section—see attachment for examples)*

Textbooks and Supplies

Course Requirements *(put tests, quizzes, papers, projects, attendance, participation— any and all assessable requirements which lead to a grade for the course.)*

Grading *(Indicate how a final course grade will be assigned, calculated, or otherwise determined. UNM uses a fractionalized final course grade system—see catalog)*

Attendance Policy (*Suggested minimum language)* Regular and punctual attendance is required. UNM *Pathfinder* policies apply, which in part means instructor drops based on non-attendance are possible. This policy applies regardless of the grading option you have chosen.

Accommodation Statement (*required language***)** Accessibility Services (Mesa Vista Hall 2021, 277-3506) provides academic support to students who have disabilities. If you think you need alternative accessible formats for undertaking and completing coursework, you should contact this service right away to assure your needs are met in a timely manner. If you need local assistance in contacting Accessibility Services, see the Bachelor and Graduate Programs office.

Academic Integrity *(Suggested language)* The University of New Mexico believes that academic honesty is a foundation principle for personal and academic development. All University policies regarding academic honesty apply to this course. Academic dishonesty includes, but is not limited to, cheating or copying, plagiarism (claiming credit for the words or works of another from any type of source such as print, Internet or electronic database, or failing to cite the source), fabricating information or citations, facilitating acts of academic dishonesty by others, having unauthorized possession of examinations, submitting work of another person or work previously used without informing the instructor, or tampering with the academic work of other students. The University's full statement on academic honesty and the consequences for failure to comply is available in the college catalog and in the *Pathfinder*.

Cell Phones and Technology *(Suggested)* As a matter of courtesy, please turn off cell phones, pagers, and other communication and entertainment devices prior to the beginning of class. Notify me in advance if you are monitoring an emergency, for which cell phone ringers should be switched to vibrate.

Library and Tutorial Services *(Suggested)* UNM-Main campus provides many library services and some tutorial services for distance students. For library services, go to http://www.unm.edu/libraries/ to link to a specific library or to contact a librarian. For tutorial services, go to http://caps.unm.edu/online to explore UNM's online services.

Other (*optional--include information about helpful resources, study requirements, or anything that may help students in the class or help you manage the class.)*

SCHEDULE OF ACTIVITIES
(Use any format, but be sure to list all assessable activities and their dates, holidays, due dates, field trips, etc. Always include a disclaimer about change—see below.)

WEEK ONE—

WEEK TWO—

The Schedule of Activities is subject to change. Minor changes will be announced in class, major ones provided in writing.

Goals vs. Outcomes

Goals: general statements about knowledge, skills, attitudes, and values expected in graduates.

➤When identifying learning goals, start with the mission of the organization (College, department, or program) and be sure learning goals tie to the mission.

Outcomes: clear, concise statements that describe in behavioral terms how students can demonstrate their mastery of program goals.

➤When identifying student learning outcomes, start with identified end of program attainment of goals, break program goals into measurable activity, and develop criteria for rating students' level of attainment/mastery.

Examples of Program Goals

Knowledge-
✓Students know basic principles and concepts in the physical and natural   sciences.
✓Students understand the major theoretical approaches used by at least two social science disciplines.

Skill-
✓Students can use appropriate technology tools.
✓Students have effective collaboration skills.

Attitude/Value/Predispositions-
✓Students respect academic standards concerning plagiarism.
✓Students appreciate the importance of considering diverse perspectives

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Examples of Learning Outcomes

➡Students can define the basic principles and concepts in the physical and natural sciences.

➡Students can describe the major theoretical approaches used by at least two social science disciplines.

➡Students can locate sources by searching electronic and traditional databases

➡Students can work collaboratively to achieve project goals.

➡Students can analyze the quality of the argumentation provided in support of a position.

➡Students can define plagiarism, describe how to avoid it, and explain why it is important.

➡Students can describe the importance of considering diverse perspectives.