

Ranking →	Pass	Criteria for Acceptance	Instructions for Revision
Item ↓			
Basic Information		All of the following are present, clear, and correct: Course prefix & number, Division, Department, Course Title	
Catalog Description		The catalog description is 1-4 sentences long and written to be direct, informative, and clear to students and other external audiences. Catalog descriptions should include cross-listed courses, repeatability, and fees.	
Credit/Time Requirement		Correctly lists the number of hours the course is worth, the number of hours the course meets in a week for lecture, and the number of hours the course meets each week for lab or practicum.	
Clock/Hour Requirement		For CTE or other courses—correctly lists time requirements.	
Prerequisites		Correctly lists prerequisites by course prefix and number, instructor permission, or skills required.	
Semesters Offered		Notes all semesters in which the course will be taught. IMPORTANT: If a semester is chosen, the course must be taught during that semester. If you are unsure which semesters in which a course will be taught, choose TBA.	

Justification		Short (1-6 sentences) explanation, for an internal audience, of why this course should be taught at Snow College. NOTE: This should not include any promises of articulation to any institution. Comparisons to similar courses at other USHE institutions are encouraged.	
Course Content: Basic Information		Provides a summary of course topics, themes, and/or learning tasks students will be exposed to. This section should be general enough to allow flexibility in how different instructors approach the course, but specific enough to distinguish it from other courses and inform transfer decisions when read by other institutions. Written to guide any faculty member assigned to teach the course.	
Course Content: Diverse Perspectives		Syllabus authors are encouraged to give specific ideas of how any instructor of this course can specifically assure that the content represents a broad range of perspectives and ideas and provides relevant and engaging content to students from a variety of backgrounds. Written to guide any faculty member assigned to teach the course.	
GE E n i y	GE Knowledge Area	Indicates the correct knowledge area for which the course can be taken for GE credit.	
GE E n i y	General Education Outcomes 1-4: Explanation	Clearly explains how this specific course will meet the requirements of each of these outcomes. Written to guide any faculty member assigned to teach the course.	
GE E n i y	General Education Outcomes 1-4: Assessment Information	Clearly explains how student learning will be assessed for each of these outcomes. Written to guide any faculty member assigned to teach the course.	

G O E n i l y	General Education Outcome 5 (for E1 & E2 Courses): Presence		Syllabi for all courses taught for E1 or E2 GE credit must include GE Outcome 5. Written to guide any faculty member assigned to teach the course.	
G O E n i l y	General Education Outcome 5 (for E1 & E2 Courses): Explanation		Clearly explains how this specific course will meet the requirements of GE Outcome 5. Written to guide any faculty member assigned to teach the course.	
G O E n i l y	General Education Outcome 5 (for E1 & E2 Courses): Assessment Information		Clearly explains how student learning will be assessed for GE Outcome 5. Written to guide any faculty member assigned to teach the course.	
G O E n i l y	General Education Outcome 6 (for QL Courses): Presence		Syllabi for all courses taught for Quantitative Literacy GE credit must include GE Outcome 6. Written to guide any faculty member assigned to teach the course.	
G O E n i l y	General Education Outcome 6 (for QL Courses): Explanation		Clearly explains how this specific course will meet the requirements of GE Outcome 6. Written to guide any faculty member assigned to teach the course.	
G O E n i l y	General Education Outcome 6 (for QL Courses): Assessment Information		Clearly explains how student learning will be assessed for GE Outcome 6. Written to guide any faculty member assigned to teach the course.	

G E n i y	Knowledge Area Outcomes: Presence		Includes all necessary Knowledge Area Outcomes	
G E n i y	Knowledge Area Outcomes: Explanation		Clearly explains how this specific course will meet the requirements of each of the Knowledge Area Outcomes. Written to guide any faculty member assigned to teach the course.	
G E n i y	Knowledge Area Outcomes: Assessment Information		Clearly explains how student learning will be assessed for each of the Knowledge Area Outcomes. Written to guide any faculty member assigned to teach the course.	
Student Learning Outcomes: Presence		Student Learning Outcomes are optional for GE courses (Knowledge Area Outcomes are usually sufficient). SLOs are required for all other courses. Each outcome should explain skills, knowledge, etc that students will learn in this specific course. Written to guide any faculty member assigned to teach the course. NOTE: Because inclusion of an SLO implies commitment to perform and record assessment of the outcome, syllabus authors are encouraged to limit the number of SLOs listed (3 or 4 is a good default).		
Student Learning Outcomes: Assessment Information		Clearly explains how student learning will be assessed for each of the Student Learning Outcomes. Written to guide any faculty member assigned to teach the course.		
Pedagogy: Basic Information		Clearly explains the theoretical models, teaching practices that will be used to engage students and encourage learning. As needed, distinguishes between necessary and optional pedagogical practices. Written to guide any faculty member assigned to teach the course.		

Pedagogy: Student Success	Syllabus authors are encouraged to give specific ideas of how pedagogical methods might be leveraged in this specific course to promote the success of all students satisfying the course prerequisites. Written to guide any faculty member assigned to teach the course.	
Key Performance Indicators - Match Those in Outcomes	All Key Performance Indicators are also mentioned in at least one of the GE, Knowledge Area, or Student Learning Outcomes.	
KPI Percentages	<p>For each value in each category's range, there must be a way to arrive at a total of 100% by adding that value to percentages chosen from each other category range.</p> <p>To verify feasibility/validity of KPI percentages, you can visit this KPI Validator tool and paste the text of the KPI section into the tool.</p> <p>KPI Validator tool</p>	
Representative Text and/or Supplies	Lists clear suggestions of texts to guide any faculty member assigned to teach the course, but is not overly prescriptive (e.g., list "current edition" rather than a specific edition) or specific unless a division, department, or professional organization requires that a specific text or texts be used as part of the course.	
Class Size	Optimum class size is the number the registrar is authorized to enroll without permission. Maximum class size is the maximum that can ever be registered in one section. Syllabus author should make sure these numbers align with expectations for the type of course at Snow College. Syllabus reviewers should note any numbers that seem inaccurate or unusual.	