

The course syllabus serves as a description and plan for a course and may contain elements required by college or department, specific programs, accreditation agencies, or the university. For review of a new course offering, the syllabus should provide a clear description of the academic scope, nature, integrity, and rigor of the course. The sample syllabus presented here provides guidance for the minimum requirements for review by the UNM Faculty Senate curriculum committees. Please include **all** listed components in your preferred template/format

SAMPLE SYLLABUS

Course Title:

Course Number: *Enter both under graduate and graduate numbers for dual listed courses*

Course Credits: *If variable, enter range [e.g., variable 1-3]*

Instructor:

Email:

Office Location:

Office

Phone: Office Hours:

Class Meeting Day(s):

Class Time:

Class Location / Room:

Term / Semester:

Enter number of hours per week or TBD as appropriate if information is not known

Course Description:

At a minimum enter the description listed in the UNM course catalog. Alternatively, describe the course content, purpose, contributions, etc and what the learner may expect if enrolled in the course.

Course Goals:

Course goals are broad, general statement that are directly related/ linked/ aligned to programmatic, departmental, or accreditation goals. Describe a practical purpose for the course, often are or relate to core competences. These are general learning outcomes and are not typically assessed.

ECURE goals could be a sub goal for ECURE projects for this course that is related to the research elements you expect students to learn or practice. See Appendix 1.

Student Learning Outcomes (aka Objectives):

List achievable, measurable skills, knowledge and attitudes that students should be able to do/know upon course completion. Written for learner using action verbs.

Provide clear expectations of what needs to be mastered for successful course completion. May be broken down further in lesson or module units. See Appendix 1.

Textbooks/Supplies/Materials/Equipment/ Technology or Technical Requirements:

List the required and/or recommended textbooks as well as any other supplies, materials or equipment needed to successfully complete the course. List the technology to which students must have access and the technical requirements of that technology.

Courses requiring specific computer hardware and software should include product specifications

needed for student success within the syllabus. These should include minimum computer and software requirements and internet configurations, or a link to a detailed reference document. The syllabus for a courses requiring student-owned laptops should contain a reference or link to any requirements. An example is shown below.

You are required to bring your laptop to this class to follow along with or complete our in-class research exercises. UNM Law School requires that all entering students own a laptop computer. The law school does not require a particular brand but has determined a minimum hardware configuration. For more information please go to the Law School's IT Services page at:

<http://lawschool.unm.edu/students/it/laptop-program.php>

Course Requirements:

List and describe all assessments which contribute to course score. May include exams, portfolios, participation, attendance, papers, oral reports, group projects, assignments, etc. Include possible point (percentage) value of each. NOTE: for dual listed courses (undergrad and graduate) list requirements for each separately. See Appendix 2.

Learning Strategies

Description of the activities you design for students to be engaged in research elements. For example, tasks such as literature search, experimental design, data analysis, or a research project.

Students will engage in scaffolded research activities aligned with ECURE principles to develop inquiry and research literacy skills. Strategies include:

- **Literature Review & Hypothesis Development**
Students will conduct a focused literature search, formulate hypotheses, and justify their reasoning using scholarly sources.
- **Experimental Design & Data Collection**
Activities include planning and executing experiments or research tasks, maintaining a laboratory notebook, and documenting procedures, observations, and analyses.
- **Iterative Design & Peer Collaboration**
Students will work in teams to design and refine projects, share progress through peer review, and incorporate feedback.
- **Data Analysis & Visualization**
Students will analyze collected data, interpret results, and present findings using appropriate visual and written formats.
- **Metacognitive Reflection**
Weekly reflective journals will encourage students to monitor and evaluate their learning strategies and research process.

Assessments:

Describe how and when the assessments will be implemented and whether each assessment is a part of the final course grade. Explain the grading and whether a rubric is used.

Assessments will be both formative and summative, designed to measure cognitive, psychomotor, affective, and metacognitive domains. All assessments align with ECURE goals and Student Learning Outcomes. See Appendix 4.

Grading:

Indicate how a final course grade (including credit/no credit) will be assigned, calculated, or otherwise determined. UNM uses a fractionalized final course grade system—see catalog. See Appendix 3.

Course Schedule:

List all relevant dates – lecture titles/topics; academic holidays; Spring break, exams, assignment due dates etc. An exact listing in full detail is not necessary – a representative listing is adequate.

NOTE: A disclaimer about change in syllabus is wise. For example;

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

Accommodation Statement:

*An Accommodation statement is required for all syllabi. There is **no** specifically required wording. Listed below are two options acceptable to Accessibility Resource Center. NOTE: HSC, Law and distant campuses have/may have alternative and acceptable wording.*

“In accordance with University Policy 2310 and the Americans with Disabilities Act (ADA), academic accommodations may be made for any student who notifies the instructor of the need for an accommodation. It is imperative that you take the initiative to bring such needs to the instructor’s attention, as he/she are not legally permitted to inquire. Students who may require assistance in emergency evacuations should contact the instructor as to the most appropriate procedures to follow. Contact Accessibility Resource Center at 277-3506 for additional information.”

OR

Accessibility Resources Center (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 the Accessibility Resources Center, see the *<enter your academic program office and/or contact information here>*.

Title IX Statement:

There is no University specific language nor is there a requirement that Title IX be included in the syllabus. Please check for your department, school, college or campus requirements a preferred wording. Two options are listed below.

In an effort to meet obligations under Title IX, UNM faculty, Teaching Assistants, and Graduate Assistants are considered “responsible employees” by the Department of Education (see pg 15 - <http://www2.ed.gov/about/offices/list/ocr/docs/qa-201404-title-ix.pdf>). This designation requires that any report of gender discrimination which includes sexual harassment, sexual misconduct and sexual violence made to a faculty member, TA, or GA must be reported to the Title IX Coordinator at the Office of Equal Opportunity (oeo.unm.edu). For more information on the campus policy regarding

sexual misconduct, see: <https://policy.unm.edu/university-policies/2000/2740.html>

OR

A Note About Sexual Violence and Sexual Misconduct: As a UNM faculty member, I am required to inform the Title IX Coordinator at the Office of Equal Opportunity (oeo.unm.edu) of any report I receive of gender discrimination which includes sexual harassment, sexual misconduct, and/or sexual violence. You can read the full campus policy regarding sexual misconduct at <https://policy.unm.edu/university-policies/2000/2740.html>. If you have experienced sexual violence or sexual misconduct, please ask a faculty or staff member for help or contact the [LoboRESPECT Advocacy Center](#).

Academic Integrity Statement

There is no University specific language or requirement that an Academic Integrity Statement be included in the syllabus although many recommend it. Departments, schools, colleges or campuses may require different wording. Listed below is the statement listed in the UNM Student Handbook

Each student is expected to maintain the highest standards of honesty and integrity in academic and professional matters. The University reserves the right to take disciplinary action, up to and including dismissal, against any student who is found guilty of academic dishonesty or otherwise fails to meet the standards. Any student judged to have engaged in academic dishonesty in course work may receive a reduced or failing grade for the work in question and/or for the course.

Academic dishonesty includes, but is not limited to, dishonesty in quizzes, tests, or assignments; claiming credit for work not done or done by others; hindering the academic work of other students; misrepresenting academic or professional qualifications within or without the University; and nondisclosure or misrepresentation in filling out applications or other University records.

Other Items:

Each course, program, department, school/college, campus may have other specific requirements beyond those listed above. Feel free to include such topics at your discretion while recognizing that inclusion of such is not a requirement for review by the Faculty Senate Curriculum Committee.

Appendix 1: 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.
- ✓ **ECURE goals are** broad statements that reflect the integration of research-based learning into the course. They align with programmatic objectives and emphasize inquiry, research literacy, and metacognitive development. The following are a few ECURE goals.
 1. **Develop Research Literacy**
Students will understand and apply research practices within the discipline, including literature review, hypothesis formulation, and data interpretation.
 2. **Engage in Authentic Inquiry**
Students will experience the process of scientific or scholarly inquiry by designing and conducting research projects that address real-world questions.
 3. **Enhance Critical Thinking and Problem-Solving**
Students will analyze complex problems, evaluate evidence, and draw conclusions based on data and scholarly sources.
 4. **Foster Collaboration and Communication Skills**
Students will work effectively in teams to design, implement, and present research projects, demonstrating clear written and oral communication.
 5. **Promote Metacognitive Awareness**
Students will reflect on their learning strategies, monitor progress, and evaluate the effectiveness of their research approaches.
 6. **Integrate Ethical and Responsible Research Practices**
Students will recognize and apply ethical standards in research design, data collection, and reporting.

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

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

Examples of Course 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 use appropriate technology tools.
- Students demonstrate 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 Student 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.
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Adpated from Mary Allen, AAC&U Gen Ed & Assessment, March 1-3, 2007 and Cia Verschelden, KSU, <http://www.k-state.edu/assessment/index.htm>
I:\Assessment\Measuring Learning\Learning Outcomes\Guidelines for Writing Student Learning Outcomes.doc

Example ECURE Goals and Corresponding SLOs

Goal 1: Develop Research Literacy

SLOs:

- Students can locate and evaluate scholarly sources using electronic and traditional databases.
- Students can synthesize information from multiple sources to support a research question.

Goal 2: Engage in Authentic Inquiry

SLOs:

- Students can formulate a clear, testable hypothesis or research question.
- Students can design and implement a research plan appropriate to their discipline.

Goal 3: Enhance Critical Thinking and Problem-Solving

SLOs:

- Students can analyze data and interpret results to draw evidence-based conclusions.
- Students can identify limitations and propose improvements to research design.

Goal 4: Foster Collaboration and Communication Skills

SLOs:

- Students can work effectively in teams to achieve research objectives.
- Students can present research findings clearly in written and oral formats using discipline-specific conventions.

Goal 5: Promote Metacognitive Awareness

SLOs:

- Students can reflect on their learning strategies and research process in a structured journal.
- Students can evaluate the effectiveness of their approach and propose adjustments for future projects.

Goal 6: Integrate Ethical and Responsible Research Practices

SLOs:

- Students can identify and apply ethical standards in data collection and reporting.
- Students can explain the importance of academic integrity and avoid plagiarism in all submissions.

Appendix 2: Examples of Course Requirements

At a minimum list those assessments and activities that contribute to the final course grade. The point (percentage) value each contributes should also be listed.

Example 1.

There will be individual homework assignments, in-class quizzes and individual term projects. The term projects will use molecular visualization software to manipulate proteins, polymers and nanomaterials in 3D and molecular dynamics simulations to understand how water percolates through carbon nanotubes

Undergraduate Requirements: The students will complete the term projects individually by answering a set of questions that require the manipulation and discovery of molecular-scale behavior using computer simulations

Graduate Requirements: In addition to answering specific questions about the molecular simulation project, graduate students will be required to complete a 5-page term paper which will be focused on developing a research proposal with an original idea of using molecular-scale simulations to understand an aspect of their dissertation project.

Class Activity	Undergraduate	Graduate
Quizzes	30%	30%
Homework Assignments	35%	30%
Final Term Project	35%	40%

Example 2

Assignments:

In addition to scheduled exams, periodic assignments (readings, case study, short answer/essays and quizzes) will be assigned. The point values will be factored into the total points available for the course. These assignments will be conducted throughout the semester and are at the discretion of the instructor and IOR. Students must be present during class to participate in any in-class assignments.

Assessments: Activity	Percent Contribution
Assignments or homework	10%
In-class activities/quizzes	15%
Exam 1	37.5%
Exam 2	37.5%

Example 3

Assignments

All assignments are closed at the listed due date and will not be accepted late unless circumstances are discussed and negotiated with the instructor **well ahead of the due date**. Unless otherwise announced, all assignments are due on Sundays by 11:59 p.m. (midnight) for that week. This includes discussion posts.

Discussion Forum	15
Online Learning Principles and Theory Review	15
Mid-term Exam	30
Online Learning Strategies Project	40
Total	100 Points

Appendix 3: Examples of Grading

There is no universal policy on “how” to convert scores earned into letter grades. Your preferred measure should be clearly presented in this section of the syllabus. Some examples are provided.

Example 1: Standard percentages

Final grades will be based on the sum of all possible course points as noted above.

Percentage of available points	Grade
90 - 100	A
80 - 89	B
70 - 79	C
60 - 69	D
< 60	F

Example 2: Class mean based

Final grades will be determined as variance from the class mean. All individual scores are totaled, mean and standard deviation determined. Grade cuts are function of 1.28 SD from mean as below.

Final course grades will be determined by variance of individual total scores from the class mean.

Greater than Mean plus 1.28 SD -	A
Below Mean plus 1.28 SD to Mean	B
Less than Mean to Mean less 1.28 SD	C
Below Mean less 1.28 SD	D
Mean less 2 SD or below	F

Example 3: Rubric – performance based

Course grade will be based on preceptor evaluation as completed on 12 item rubric listed in LMS.

Meets on 9 items with 3 or more marked as Exceeds & no Needs Improvement	A
Meets on 12 items & no Needs Improvement	B
Meets on 10 items with 2 or less Needs Improvement	C
Meets on less than 10 items	D

Appendix 4: Examples of ECURE Assessment Components:

- **Research Proposal**
Pre-ECURE: Brief outline with two sources
Full ECURE: Detailed proposal with annotated bibliography
(*Cognitive + Metacognitive*)
- **Skill Check**
Mid-semester demonstration of a key research skill (e.g., lab technique).
(*Psychomotor*)
- **Data Analysis Assignment**
Pre-ECURE: Simple dataset interpretation
Full ECURE: Comprehensive analysis with visualization
(*Cognitive*)
- **Reflection Journals**
Weekly entries focusing on planning, monitoring, and evaluating research strategies.
(*Affective + Metacognitive*)
- **Final Deliverables**
 - Written report and oral presentation summarizing research goals, methodology, and findings.
 - Peer evaluation forms to assess collaboration.
(*Cognitive + Communication Skills*)
- **Rubrics** will be provided for transparency and consistency. Peer review sessions and instructor feedback will support metacognitive growth. Assessment tools include analytic and single-point rubrics for detailed and formative feedback.

SYLLABUS CHECKLIST

When submitting course syllabi along with Form A, B, or C, use the checklist below to be sure you have included all required elements. Specifics about instructor and class meeting times/locations are not needed in these example syllabi, but a representative course schedule **is** required.

- Course Title
- Course Number
- Course Credits

- Course Description

- Course Goals

- Student Learning Outcomes
(NOTE! These must be specific, measurable outcomes that describe what the students will be able to do at the end of the course.)

- Textbook and Supplies

- Course Requirements
(Any and all assessable requirements that lead to a grade for the course, specifying how much each is worth. Be sure the percentages or points add correctly to 100% or the total points specified.)

- Grading
(Detail how the grade will be calculated. Specify a percentage grade breakdown using fractionalized grades.)
 - Graduate vs. Undergraduate Grading
(IF the course allows both graduate and undergraduate credit, describe the requirements and grading criteria for both levels of students.)

- Accommodation Statement

- Schedule of Activities
(A representative course schedule must be included, even if it is subject to change.)

Sample syllabus, references, and checklist prepared by Faculty Senate Curriculum Committee April 2017