

Syllabi Requirements

In order to meet SACS and ATS requirements, syllabi must include the following elements, which focus on what the course intends to accomplish, what the student will be able to do as a result of taking the course, how student learning will be assessed, and what expectations the university has in terms of student academic behavior. These elements, of course, only form part of what appears on a syllabus.

1. **Purposes of the course** -- Why the course exists, what it intends to accomplish, what it will not do, how it fits into the larger purposes of the relevant program(s)
2. **Outcomes of the course and the way these outcomes will be assessed** (see example below)
3. **Grading policy for the course** -- List of requirements, accompanied by valuations (percentages, points) for each; some indication of what constitutes “successful” work
4. **Statement of the honor code** -- Possible language: The Vanderbilt Honor Code applies to all work in this course. For information about the Honor System, including the Code and examples of its application to written work, please see http://www.vanderbilt.edu/student_handbook/chapter-2-the-honor-system.

Example of **Outcomes and Assessment**:

“This class begins with analysis of some contexts in which moral reasoning happens today – analysis that itself begins the work of moral reasoning. The class then introduces a series of concepts that have played significant roles in and beyond Western Christian traditions, inviting students into critical conversation around those concepts. The class concludes by opening into opportunities to deepen and revise understandings of these terms in the process of using them to think through questions around two pressing topics: sex and the environment.

“The class aims to give students an opportunity to become more adept in the work of moral reasoning. It invites students to take up perspectives both within and outside of Western Christian traditions. In particular, the class is designed to cultivate these qualities:

“A reflexive sensibility that enables students to understand their commitments more clearly, locate their commitments in social and historical contexts with more precision, and revise their commitments in conversation with others who have different commitments (assignments 1, 2, and 4 are tailored especially to this goal)

“Knowledge of a historically rooted vocabulary for moral reasoning (the mid-term and final are tailored especially to this goal)

“The ability to use and refine this vocabulary in reasoning about complex situations (assignment 3 is especially tailored to this goal)

“A sense of the limits of ethics as a discourse (the mid-term and final are especially tailored to this goal)”