

## Syllabus Manager – Version 2.7

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The purpose of the Syllabus Manager is to manage course syllabi, both master templates and class syllabi (syllabi given to students). Syllabi information is stored in the “syllabi.mdb” Access data base. The purpose of this document is to describe the basic components and operation of the Syllabus Manager system. The following topics are included:

- [Introduction](#)
- [Master Templates - Specification and Description](#)
- [Class Syllabi - Specification and Description](#)
- [Faculty Vita \(Curriculum Vitae\) - Specification and Description](#)
- [Faculty Evaluations by Students - Specification and Description](#)
- [Getting Started Guide for Faculty](#)
  - [Creating a Syllabus from Scratch](#)
  - [Header Information](#)
  - [Section Information](#)
  - [Year Information](#)
  - [Course Outcome Hint](#)
  - [Special Formatting](#)
  - [Using Point Values to Determine Grades:](#)
- [Discussion of Course Outcomes and Related Topics](#)
- [Information for System/Database Administrator](#)
  - [Adding and Maintaining Course Rubric \(Course Prefix\) Information](#)
  - [Adding and Maintaining College Policy Information Appearing on Syllabi](#)
  - [Adding and Maintaining Student Evaluation of Faculty Information](#)
  - [Auto-Logon to Display Syllabi, Vitae, and Evaluations](#)
  - [Controlling Visible and Locked Years for Syllabi](#)
  - [Security Level Restrictions](#)

Additional information can be found by clicking the “Help” task in Syllabus Manager.

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A clearly written syllabus serves several purposes including (1) a contract carrying certain legal implications; (2) a permanent record of course information; and (3) an important learning tool. The syllabus is a time-honored instrument in higher education that dates back to the nineteenth century. The syllabus has evolved into a contract between instructor and student and, as such, deserves serious consideration before being released. For a more thorough discussion of the syllabus and its importance in higher education, refer to the article "[The Purposes of a Syllabus](#)" by Parkes and Harris.

While there is no one syllabus design, every effort has been made to ensure that the components included in Syllabus Manager meet the expectations of modern higher education curriculum and instruction. Syllabus Manager assumes that class syllabi given to students contain certain common components that are maintained in a master syllabus or "master template"<sup>1</sup>. The use of a master template helps provide consistency and quality in course offerings and programs. Obviously, a master template must exist for a course before a class syllabus can be generated. For this reason, the first point of discussion is the "Master Template."

### **Master Template**

Master templates contain common information that forms the basis of all class syllabi provided to students. Components of a master template include:

1. "Active" – Checked if the course is active. In general, master templates should not be deleted but deactivated instead.
2. "Course Number" – The course number, usually includes a three or four letter *rubric* and three or four digit *number* (e.g., ENGL1301 or HIS213). Note there is no space between the *rubric* and the *number*.
3. "Course Title" – The course title.
4. "Associated Program" – Most courses are associated with an instructional program, which is selected here.
5. "Credit Hours" – The number of semester credit hours per semester.
6. "Lecture Hours" – The number of lecture hours per week.
7. "Lab Hours" – The number of laboratory hours per week.
8. "External Hours" – Then number of external hours per week. These may include cooperative, clinical, preceptor, and similar experiences. This field can be omitted by using a system option.
9. "Course Description" – The text of the course description. Do not include pre- and co-requisites.

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<sup>1</sup> The term "template" is used to emphasize that the master template is not a complete syllabus, but contains only certain common information.

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10. "Added Description" – Optional text that will be appended to the "Master Description". The "Added Description" can be used to make local additions to the course description when the latter must comply with state or other requirements. If not needed, leave blank.
11. "Prerequisite" – The course prerequisite. If not needed, use "None". E.g. ENGL 1301
12. "Co-requisite" – The course co-requisite. If not needed, leave blank. E.g. MATH2313
13. "Course Fees" – The course fees. If not needed, leave blank. E.g. Lab Fee: \$24
14. "Textbook/Readings" – The required textbook(s) and reading(s). Use MLA or other standard format. E.g. Raymond B. Landis. Studying Engineering - Third Edition. Los Angeles, CA: Discovery Press, 2007.
15. "Adopted" – Adoption date.
16. "ISBN" – The textbook's ISBN number. Must be 10 or 13 numeric digits. Dashes are permitted. For more than one ISBN, list each separated by a single space. E.g. 978-0-9646969-1 or 978-0-9646969-1 978-0-1823417 (for two ISBN's).
17. "Master (Student Learning) Outcomes" – Master course outcomes indicate, in broad and overarching terms, expectations for students who successfully complete the course. The master outcome list must be consecutively numbered without skipped lines or subheadings of any kind. Each line number must be followed by a period and single space. No header (introduction), footer (conclusion), bulleted lists are permitted! See the [Appendix B](#) for more information on writing good course outcomes.
18. "Evaluation" – The evaluation criteria used to determine the course grade. Include required work and other factors considered in determining the grade. Point values (weighting) and all contributing items should be given in sufficient detail to determine a student's grade. See the section "[Using Point Values to Determine Grades](#)" in Appendix A for more information. Note: It is particularly important that the "Evaluation" section be complete in every respect, since security restrictions for faculty may not permit changing this section.
19. "Lock" – If unchecked, the evaluation section of a class syllabus is locked only for adjunct faculty (security level 1). If checked, the evaluation section of a class syllabus is locked for both adjunct and regular faculty (security level 1 and 2).
20. "Revised Date" – The date stamp to be stored on the master template. Not user modifiable.
21. "Revised Time" – The time stamp to be stored on the master template. Not user modifiable.

To add or modify a master template, you must have department level or higher security. To add a new master template:

- Step 1. Launch Syllabus Manager and log in.

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- Step 2. Select as source “Master Template”.
- Step 3. Select the rubric of the course.
- Step 4. Select the year “All”.
- Step 5. Select the filter “User”.
- Step 6. Click the task “Add”.
- Step 7. Enter all the information as described above.
- Step 8. Click the “Save Master Template” button when finished.
- Step 9. Log out when all work is completed.

Hint: The database server will automatically log you off after a fixed time of no activity. Rather than chance this happening while typing long entries, use a word processor to compose text then copy and paste the final product into the Syllabus Manager blanks.

An existing master template can be changed by clicking the “Modify” task. Generally, master templates are not deleted but deactivated by un-checking the "Active" check box. If the master template has never been used and complete deletion is desired, use the “Delete” task. The “Copy” task is not available for master templates.

### **Class Syllabi**

Class syllabi incorporate the master template components above and allow the user to build an expanded and more complete syllabus to give to students. Class syllabi add the following components:

1. “College Year” – The college year when the class syllabus was created and presumably used. Not user modifiable.
2. “Section” – Section information used to further identify the class syllabus. E.g. Fall MWF 8am
3. “Course Focus” – Communicate your personal assumptions, point-of-view, and/or method of delivery. Include, for instance, principles and/or beliefs about either the content or how to effectively learn it. A well written focus sets your course off from similar courses taught by other faculty.
4. “Added Readings” - Readings and reference materials required in addition to the master textbook(s)/reading(s).
5. “Technology Requirements” – Modern courses often depend on the use of technology. This is especially true in online, hybrid, enhanced, and/or technology intensive courses. Use this section to inform the student that access to a calculator, computer, software, the Internet,

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and/or other forms of technology is important to success and to what extent it is required in the course.

6. “Added (Student Learning or Course) Outcomes” – Depending on college policy, master outcomes can be supplemented by outcomes added by the class instructor. Use this section to add outcomes to the master outcomes list. The added course outcomes indicate, in broad and overarching terms, expectations for students who successfully complete the course. **As with master outcomes, added outcomes must be written in a simple numbered list.** Unlike master outcomes, however, added outcome line numbers may show whole numbers plus tenths. In this case, the viewed syllabus will show the added outcomes sorted among the master outcomes. For example, an outcome numbered 1.5 will appear between master outcomes 1 and 2. See the Appendix B for more information on writing good course outcomes.
7. “Lecture Topics” – List by week the lecture topics that will be covered in the course. Avoid the use of specific dates to make copying syllabi from year to year simpler.
8. “Student Objectives (Course Methodology)” – Include in this section detailed objectives that students must master to achieve the course outcomes and be successful in the course. Appendix B “[Course Outcomes and Student Objectives](#)” for more information on writing student objectives.
9. “Student Contributions” – Detail specific ways that the student can contribute to his/her success in the course. Examples of student contributions include time spent preparing for a class and a list of recommended study activities outside of class.
10. “Class Policies” – List policies that will be followed in areas such as academic integrity (cheating, plagiarism, or other dishonest acts), participation, respect for others, attendance, late assignments, missed examinations, safety, collaborative work, etc.
11. “Class Schedule” – Give the class meeting times and a detailed course calendar with due dates for important assignments, examinations, etc.
22. “Office Hours” – Provide a schedule of times you will be available for individual consultation with students. Note: If the Professional Developmental Planner application is installed, daily office hours may be updated from faculty load schedule.
23. "Revised Date" – The date stamp to be stored on the class syllabus. Not user modifiable.
24. "Revised Time" – The time stamp to be stored on the class syllabus. Not user modifiable.

To add a new class syllabus:

- Step 1. Launch Syllabus Manger and log in.
- Step 2. Select the source “Class Syllabus”.

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- Step 3. Select the rubric of the course.
- Step 4. Select the college year to be associated with the new syllabus.
- Step 5. Select the filter “User”.
- Step 6. Click the “Add” task.
- Step 7. Enter all the information as described above.
- Step 8. Click “Save Class Syllabus” when finished.
- Step 9. Log out when all work is completed.

Hint: The database server will automatically log you off after a fixed time of no activity. Rather than chance this happening while typing long entries, use a word processor then copy and paste the final product into the Syllabus Manger text boxes.

An existing class syllabus can be changed using the “Modify” task or deleted entirely using the “Delete” task. The “Copy” task allows you to create a new syllabus by copying an existing syllabus, either your own or someone else’s. To copy a class syllabus:

- Step 1. Select the source “Class Syllabus”.
- Step 2. Select the rubric of the course.
- Step 3. Select the college year to be associated with the new syllabus.
- Step 4. Select the appropriate filter (“None’ to see all syllabi; “User” to see only your syllabi; “Department Only” to see only syllabi in your department; or “Division Only” to see only syllabi in your division).
- Step 5. Click the “Copy” task.
- Step 6. From the displayed list of existing syllabi, choose the one you want to copy.
- Step 7. Click “Select Syllabus to Copy”.
- Step 8. The copied syllabus will appear with the section designation “\_New\_”. Select it to be modified and change the information as needed.
- Step 9. Click “Save Class Syllabus” when finished.
- Step 10. Log out when all work is completed.

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Note: Class syllabi will not appear as a copy option if the corresponding master template has been inactivated.

Tasks other than “View” may be limited in two ways. First, deleting a class syllabus may be limited to users with a certain security levels. A user not authorized to delete a syllabus will get an error message along with a referral to seek assistance. Second, past and/or future years may be “locked” making them accessible for viewing only. Attempting to add, modify, or delete a syllabus in a “locked” year will produce an error message including a referral to seek assistance.

Class and master syllabi can be viewed anytime by clicking the “View” task and clicking the link of the syllabus from the displayed list. The syllabi listed can be narrowed by selecting a “Rubric”, “Year”, and “Filter”. Selecting “Filter” can narrow the viewed syllabi to the user's division, the user's department, or the user.

To print a syllabus after viewing, right click the mouse with the cursor anywhere within the document, select the “Print” option, and follow the instructions. The “Search” feature can be used to find class syllabi that contain certain textual information in a selection of informational areas.

If the master template of a class syllabus is changed, an update option "Update Class Syllabus Now!" is provided the next time the class syllabus is modified. Of course, the option should be ignored for older syllabi already been given to students.

See [Appendix A](#) for a getting started guide.

### **Vita**

Vita for faculty can be created and managed using the Syllabus Manager. A vita can contain the following items:

- Education \* (Credentials related to the faculty's teaching areas)
- College Teaching\* (List courses taught with corresponding range of years)
- Previous Teaching/Work
- Honors and Awards
- Publications
- Presentations
- Research
- Professional Development
- Professional Affiliation

\* Minimum required

To add or change “Vita” information:

- Step 1. Launch Syllabus Manager and log in.

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- Step 2. Select “Vita” as the “Source”.
- Step 3. Click the “Modify” task.
- Step 4. Complete the items desired.
- Step 5. Click “Save Vita” when finished.
- Step 6. Log out when all work is completed.

Hint: The database server will automatically log you off after a fixed time of no activity. Rather than chance this happening while typing long entries, use a word processor then copy and paste the final product into the Syllabus Manger text boxes.

Vita items left blank will not display headings when the “View” task is selected. To view a “Vita”, click the “View” task and click the link desired. To print a vita after viewing, right click the mouse with the cursor anywhere within the document, select the “Print” option, and follow the instructions. . To see the vita of the instructor associated with a particular course, click “Show Vita and Student Evaluations” and then the “Vita” link associated with a specific course.

As with vita, student evaluation of faculty in associated courses may be provided for inspection by students and the public.

### **Evaluations (Optional)**

Student evaluations of faculty can be viewed only. After selecting “Evaluation” as “Source”, a list of available evaluations will be displayed. To view an instructor's evaluation, click the link desired. To see the evaluation associated with a particular course, click “Show Vita and Student Evaluations” while viewing class syllabi and then click the “Eval” link associated with a specific course. "Evaluations" source is available as a system option.

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## Appendix A

### Faculty - Getting Started Guide

The Syllabus Manager provides a convenient way to manage course syllabi within the framework of a master syllabus system. In such a system, a master syllabus (master template) contains course information that is common to all class syllabi given to students. See the former "Master Template" and "Class Syllabi" sections for a complete discussion. Assuming that a master template exists for your course, you have two choices for creating a class syllabus. You can create one from scratch by using the "Add" task. In this case, master template information is automatically included and you simply complete the remaining parts of the syllabus. If you prefer to model your new syllabus after an existing syllabus, either yours or someone else's, you can create it by using the "Copy" task. The new syllabus will have your name and the section information will be blank. The remaining fields will be populated from the syllabus chosen in the previous step. At this point you can change information in the new class syllabus by using the "Modify" task. To print your new syllabus, you simply right-click with the cursor anywhere within the body of the syllabus, choose the "Print" option, and follow the instructions.

Below are some suggestions and hints to help you better in utilizing Syllabus Manger.

1. **Creating a Syllabus from Scratch:** Creating a clearly written syllabus for the first time can be a daunting exercise and can take considerable time. Therefore, it is suggested that the various components be created and edited using a word processor, then copied and pasted into the appropriate Syllabus Manager text blocks later. Long periods of inactivity may cause the server to time out resulting in a loss of your work. Composing "offline" avoids this possibility. Another good reason to use a word process is that it can do spell and grammar checking. A syllabus sprinkled with errors does not make a good impression on students!
2. **Header Information:** The syllabus header information (left and right of course title) comes from your user information and can be changed using the Institution Manager. Simply log on, select "User Information" as the source, click "Modify" and make any necessary changes. Remember, blanks in the user information section will leave gaps in the syllabus header!
3. **Section Information:** The "Section" item in the class syllabus is intended to help further identify the syllabus beyond course number and year. The text may be up to fifty characters; however, keeping it short is probably a good idea. It could be as simple as "Fall" or "Spring Night Section". If you maintain an individual syllabus for each class section you teach, you may want to use something like "Fall" followed by a section number or other identifying information. What ever you choice, you must put something in the field!
4. **Year Information:** Whether by college policy or personal choice, it is a good idea to have a syllabus for each year and possibly each semester you teach a course. You or your college dean may need to refer back to a former syllabus if, at a later time, a student questions some aspect of your course. Also, it is not unusual for a university to request a syllabus for a particular year when evaluating a student's transcript. Using the copy task, you can create and maintain

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## Appendix A

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multiple copies of your class syllabi for a single year, then use the “Section” field to identify a particular semester.

5. **Course Outcome Information:** Course outcomes are recorded in the “Master template.” The format of the course outcome section is particularly critical. Keep your course outcomes short and to the point. Appendix B provides a good discussion of writing good outcomes and keeping them short, six to ten words. Save the detail for including in student learning objectives! Use the procedure below to create a simple numbered list of course outcomes.
  - a. The outcome number followed by a period and space
  - b. Six to ten words comprising the course outcome (action verb, object, and modifiers)
  - c. New line (“Enter” key)
  - d. Repeat steps a-c for next course outcome.

**Do not use other formatting such as a header, footer, additional new lines (“Enter” keys in mid-line), bulleted lists, foot notes, etc.** See Appendix B for more information on writing good outcomes.

6. **Special Formatting:** The text boxes used to collect information for your class syllabus have very limited text formatting capability. Fortunately there are a few “tricks” to help make the finished syllabus look better. First, basic HTML mark-up can be used. For instance, to italicize a phrase, simply enclose it in the HTML tags `<i> .... </i>`. For example, suppose the name of the book “An American Pageant” needs to be italicized when the syllabus is viewed. In the text box use “`<i>An American Pageant</i>`” and the book name will appear as “*An American Pageant*” when the syllabus is viewed. Among the most often used tags are the ones given below.
  - a. Underline - `<u>...</u>`
  - b. Bold - `<b>...</b>`
  - c. Italics - `<i>...</i>`
  - d. Subscript - `<sub>...</sub>`
  - e. Superscript - `<sup>...</sup>`

Tags can be nested. For instance, `<b><i> An American Pageant</i></b>` produces both bold and italics as “***An American Pageant***”.

Of course, more elaborate HTML formatting can be used, but that is probably beyond the interest of most users. The ones shown will prove very useful!

Second, you may find the need to create a bulleted list. Internet browsers ignore multiple spaces

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and tabs so bulleted lists in a text box may not look correct when viewed by a browser.

WhippleWare treats the asterisk (\*) as a special character and inserts additional spaces to help create a bulleted list. For example, suppose you want to create the following list:

- \* Item 1
- \* Item 2
- \* Item 3

In the text box, enter:

- \* Item 1
- \* Item 2
- \* Item 3

When viewed, the asterisk and text will be preceded by two spaces.

WhippleWare can insert additional spaces in the viewed output. Use the tilde (~) to insert two additional spaces. For instance,

- ~\* Item 1
- ~\* Item 2
- ~\* Item 3

When viewed, the bulleted list will have two additional spaces before the asterisk:

- \* Item 1
- \* Item 2
- \* Item 3

Tildes can be used anywhere to add spaces in the final viewed text.

7. **Using Point Values to Determine Grades:** Traditional grade determination involves numerical averaging, sometimes with weighting factors to adjust the average based on the importance of specific components of the grade. For instance, tests may be weighted more heavily than homework assignments. While weighted averages are not "higher math", calculating grades using percentages and multiplication adds to possible misunderstandings and errors. Explaining how to calculate a grade using weighted averages during an academic appeal can be problematical. Worse yet, who wants the job of explaining a procedure that involves percentages to a judge and jury in a law suit! All this can be easily avoided by using a point value system for calculating grades. It works like this: (1) assign a point value to each component of the grade; (2) use a smaller or larger number of points according to the weighted value of the component; and (3) assign ranges of point totals to determine grades. Consider the example below.

Four Regular Exams worth 100 points each for a total exam point value of 400.

Ten homework assignments worth 10 points each for a total point value of 100.

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Five daily quizzes worth 20 points each for a total point value of 100.

Final exam worth a total of 200.

The maximum number of points is 800.

Final Grade	Point Range
A	720 – 800
B	640 – 719
C	560 – 639
D	480 – 559
F	470 points or less

This is equivalent to a weighted average where regular exams count 50%, homework 12½%, daily quizzes 12½%, and final exam 25%. Unlike weighted percentages, determining the grade from point values requires nothing more than simple addition! In addition, students can easily answer for themselves the question, "What do I need to make on the final to get a such and such a grade?" To get a final grade of "B" for instance, the student simply adds up the points earned to date and subtracts it from 640 giving the minimum points for a grade of "B". Students also like that they can easily see where effort will pay off the most (in points) without resorting to calculations involving percentages. Experience has shown again and again that faculty and students (not to mention deans, judges, and juries) prefer the point value grading system hands down!

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## Appendix B

### Outcomes and Student Objectives

To make clear the difference between “course outcomes” and “student objectives”, consider this analogy. You have just returned from a fishing trip and are at the local cafe with your fishin’ buddies. Someone asks, “How’d it go?” You launch off on a detailed explanation of how you selected the ideal fishing spot, picked the correct artificial lure, skillfully cast to just the right place, and worked the lure like a real “pro”. At last, one of your buddies interrupts and asks, “All that’s very interesting, but how many fish did you catch?” Your buddies are interested in the “bottom-line” result, not all the “how to” details. In this case, “How many fish did you catch?” is the “bottom line” or what we might call the “outcome.” It is true that to achieve this “outcome”, you had to master and practice certain skills; namely,

- Select the ideal fishing spot
- Pick the correct artificial lure
- Cast lure to just the right place
- Work the lure like a real “pro”

“Catch fish” was the broad, overarching “outcome” that was achieved by mastering certain skills or “objectives” along the way.

Let’s apply this analogy to “course outcomes” and “student objectives” as used in the Syllabus Manager. “Course outcomes” are broad, overarching expectations for what is to be learned in a course. They are thought of as “walk aways” at the end of the course. Accordingly, they are best assessed at the end of the course. The audience for “course outcomes” extends well beyond students taking the course to those interested in understanding the basic intent of the course and how it may serve some wider purpose such as preparation within a program for a certificate or degree. “Student objectives”, on the other hand, are more narrowly framed, speak directly to students, and lay out specifically what students must know and be able to do to be successful in the class. They are taught and learned on a daily basis then the subject of testing during the semester. If the course is designed properly, “successful in the class” means that students who accomplish the “student objectives” throughout the semester walk away from the class possessing the “course outcomes”.

Once the distinction between “course outcomes” and “course objectives” is clearly understood, the difference between “assessment” and “testing” becomes clearer. In short, we “assess course outcomes” and “test to student objectives”. The broad nature of “course outcomes” explains why assessing them requires a more comprehensive approach and should focus on the higher order skills, the upper tier of Bloom’s Taxonomy including evaluation, synthesis, analysis, and application. Testing of “student objectives”, on the other hand, should address the details of day-to-day learning in the classroom. “Tests”, understood in this context, often focus on the lower tier of Bloom’s Taxonomy including knowledge and understanding with some attention to application.

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## Appendix B

### Outcomes and Student Objectives

The important role of a “comprehensive final examination” in the course becomes evident when considered in the context of this discussion. The comprehensive final exam at the end of the course is a good way to assess “walk away” course. A popular approach is to embed specific questions that relate to the course outcomes so that they can be analyzed later on a class or institution basis to look for areas of needed improvement. Always be cautious of relying on only one or two questions to assess a course outcome. Three is a bare minimum. Four is best! Some outcomes can only be assessed with short answer or essay questions. For the former case, a simple rubric can be constructed that says, “A student is said to master the course outcome if at least three of the four questions are answered correctly.” A more complex rubric is needed for the latter.<sup>2</sup>

Let’s take a moment to apply the ideas above to “program outcomes”. “Program outcomes” can be thought of as broad, overarching expectations for student mastery expected at the end of a program of study. As “student objectives” are the incremental steps taken to reach a “course outcome”; “course outcomes” are the incremental preparation for successful program completion. A properly designed curriculum is built on a hierarchal structure beginning with “student objectives” leading to “course outcomes” and finally “program outcomes”, all coming together over time to produce “program outcomes” and a successful program completion! Reaching such a sophisticated level of course design is not easy, but one reason for program planning is to bring this goal within reach. With a properly designed curriculum plan and thoughtfully constructed course syllabi, you are able to follow the trail from a weak program outcome down to a related “course outcomes” and eventually to the “student objectives” for which an intervention for improvement can be designed and implemented. In this way, we “close the loop” in program planning and move toward greater student success!

Below are some suggestions related to writing good “outcomes.”

- Number outcomes sequentially beginning with one.
- Do not use subheadings or bullets. See example outcome 2 below to see how to use a list.
- Allow outcomes to “word-wrap” automatically. Never press the “Enter” key except at the end of the line.
- Use present tense, active verbs followed by an object to construct outcomes. When finished, ask yourself: (1) is it observable? (2) Is it measurable? (3) Could you design an assessment that would reveal whether the outcome had been mastered?
- Use as a “rule of thumb” one outcome for each five to eight lecture hours (e.g., a three

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<sup>2</sup> You can see why I cringe when I hear an instructor say that the final exam is merely the last regular exam and it is optional to boot!

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## Appendix B

### Outcomes and Student Objectives

credit hour course with 48 lecture hours would have from six to nine outcomes.)

- Look at chapter titles in the textbook for outcome ideas.

Below are outcome examples from an “Introduction to Engineering” course:

1. Describe the nature of engineering and the related professions.
2. Identify the components of an engineering/scientific education.
3. Demonstrate basic problem solving technique.
4. Utilize a systematic approach to engineering analysis and design.
5. Solve engineering/scientific problems using a computer

For student objectives, here are some suggestions.

- Allow student objectives to “word-wrap” automatically. Never press the “Enter “key except at the end of a line.
- Use present tense, active verbs followed by an object to construct student objectives. When finished, ask yourself: (1) is it observable? (2) Is it measurable? (3) Could you design an assessment that would reveal whether the outcome had been mastered?
- Use as a “rule of thumb” one outcome for each lecture hour (e.g., a three credit hour course with 48 lecture hours would have from 48 student objectives.)
- Look at chapter objectives in the textbook for student objective ideas.

Below are student objectives from an “Introduction to Engineering” course.

- I. Describe the nature of engineering and the related professions.
  1. attend class regularly
  2. demonstrate responsibility
  3. describe the technology team concept
  4. list technology team members
  5. identify characteristics of technology team members
  6. list characteristics of a professional
- ...
- V. Describe the nature of engineering and the related professions.
  19. graph basic engineering problems with MS Excel
  20. use a Maple to solve basic engineering problems
  21. graph basic engineering problems with Maple
  22. describe the fundamental concepts of programming

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**Outcomes and Student Objectives**

Note that *student objectives* 1 through 6 are incremental steps in student learning that lead to mastery of the *course outcome* “Describe the nature of engineering and the related professions”.

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## Appendix C

### System/Database Maintenance for Syllabus Manager

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System maintenance for the Syllabus Manager may be performed by users at the department security level or higher.

#### **1. Adding and Maintaining Course Rubric (Course Prefix) Information**

Before a course can be added as a master template, the course's rubric must exist in the "rubric" table of the "syllabi.mdb" database. To add a rubric, follow these steps:

- Step 1. Launch Institution Information Manager and log in.
- Step 2. Select "Course Rubrics" as the "Source".
- Step 3. Click the "Add" task.
- Step 4. Complete the items displayed.
- Step 5. Click "Add Rubric" when finished.

Care must be exercised when modifying or deleting a rubric. In the case of modifying a rubric, only the department and active status can be changed. To modify a rubric, deactivate the old rubric (click the "Active" field to uncheck it) and add the corrected rubric as if it were a new. In general, course rubrics should not be deleted. Deactivate them instead.

#### **2. Adding and Maintaining College Policy Information Appearing on Syllabi**

One or more college policy statements can be included on all class syllabi. To add a syllabi policy, follow these steps:

- Step 1. Launch Institution Information Manager and log in.
- Step 2. Select "Syllabi Policies" as the "Source".
- Step 3. Click the "Add" task.
- Step 4. Complete the items displayed. Note: The "No." field does not print, but serves to control sequencing of the printed policies.
- Step 5. Click "Add Syllabi Policy" when finished.

Similarly, syllabi policies can be modified or deleted by clicking the "Modify" or "Delete" task, respectively.

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#### **3. Adding and Maintaining Student Evaluation of Faculty Information**

(Under revision)

#### **4. Auto-Logon to Display Syllabi, Vitae, and Evaluations**

Auto-logon can be used to access all courses or the syllabi, vita, and evaluation of a specific instructor. Auto-logon uses a hyperlink to launch Syllabus Manager rather than the regular logon screen. Auto-logons are at the “guest” security level with limited “read-only” privileges. The table below describes the construction of hyperlinks to access Syllabus Manager information.

To Display	Hyperlink	Example
Syllabi for John Smith (jsmith)	Server url + “/syllabi/default.asp? user_id=” + User Name + “&source= syllabus” Note: Use text inside quotes only	http://www.edu/syllabi/default.asp? user_id=jsmith&source=syllabus
Vita for John Smith (jsmith)	(server url) + “/syllabi/default.asp? user_id=” + User Name + “&source= vita”	http:// www.edu/syllabi/default.asp? user_id=jsmith&source=vita
Evaluation for John Smith (jsmith)	(server url) + “/syllabi/default.asp? user_id=” + User Name + “&source= eval”	http:// www.edu/syllabi/default.asp? user_id=jsmith&source=eval
All Courses “Master Templates” and “Class Syllabi”	(server url) + “/syllabi/default.asp? user_id=” + “guest” + “&source= courses”	http://ww.www.edu/syllabi/default.asp? user_id=guest&source=courses

These hyperlinks can be placed in strategic locations on the college web pages so that public access can be gained to instructor and/or course information. As an example, hyperlinks could on the instructor’s faculty/staff directory entry or home page.

#### **5. Controlling Visible and Locked Years for Syllabi**

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The possible selection of years in the "Year" drop down list of Syllabus Manager can be set by using the Institution Manager. After logon, choose "Years" as the source. The visibility of years and whether the syllabi for a given year are "locked" (no modification permitted) can be changed by clicking the "Modify" task and checking or un-checking the appropriate box. To add a new year, click the "Add" task and complete the required information. Although years can be deleted, this should never be done unless you are absolutely sure no syllabi exist for the year in question.

#### **6. Security Level Restrictions**

All WhippleWare modules including Syllabus Manager recognize seven security levels numbered from 0 to 6. Each level carries with it certain restrictions depending on the particular module. The restrictions for Syllabus Manager are summarized below.

Level 0 "Guest" - Level 0 users are restricted to read-only status, but can access all syllabi, vitae, and evaluations.

Level 1 "Adjunct Faculty" - Level 1 users are allowed to create and maintain (1) their own class syllabi within their department and (2) their own vitae. Otherwise, they are restricted to read-only. Note: Level 1 users are not allowed to change the "Evaluation" section of the class syllabus.

Level 2 "Faculty" - Level 2 users are allowed to create and maintain (1) their own class syllabi within their department and (2) their own vitae. Otherwise, they are restricted to read-only.

Level 3 "Department Chair" - Level 3 users are allowed to create and maintain their own class syllabi and vitae, as well as all class syllabi and vitae for courses within their department. Level 3 users are allowed to create and maintain master templates for courses within their department. Otherwise, they are restricted to read-only.

Level 4 "Division Chair" - Level 4 users are allowed to create and maintain their own class syllabi and vitae, as well as all class syllabi and vitae for courses within their division. Level 4 users are allowed to create and maintain master templates for courses within their division. Otherwise, they are restricted to read-only.

Level 5 "Dean" - Level 5 users are allowed to create and maintain their own class syllabi and vitae, as well as all class syllabi and vitae for all users. Level 5 users are allowed to create and maintain all master templates. Otherwise, they are restricted to read-only.

Level 6 "System/Database Manager" - Unrestricted access to all syllabi and vitae.

Two additional important facts:

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- Courses are assigned to a department (and by way of the department to a division) based on their rubric (course prefix). To change the department assignment, select "Rubric" as "Source" in the Institution Manager and click the Modify task.
- Users are allowed access to other courses areas by adding the course's rubric to the "Additional Teaching Area" text box in "User Information." Use commas to separate multiple rubrics. To change the "Additional Teaching Area" text box for a user, select "User Information" as "Source" in the Institution Manager and click the Modify task.