Manhattan Area Technical College
Institutional Policy and Procedure Manual

Policy No. 4.2.5

Title: **Learning Syllabus Requirements**	
Originated by: Vice President of Instructional Services Signature Date	
Approved: Signature Date	
Reviewed:	Revised: July 25, 2011

Policy Statement: Each instructor will prepare a course learning syllabus according to the MATC Learning Syllabus format (outlined in the *Faculty Handbook*) for every class he or she teaches.

Rationale: The principal purpose of a syllabus is to inform students in a formal and timely way of the nature and content of the course, policies and procedures that will apply, and logistics involved in participating in classes. In addition to being informative, however, a syllabus is also an instructor's promise that is both explicit in what it states will be part of the course, and implicit in what it infers (by not including) will not be part of the course.

Procedure:

1. The syllabus is the plan for meeting the requirements of the course and will contain, at a minimum, all the components as described in the MATC Syllabus Template.
2. Additional information may be added to the course syllabus; however, no components provided in the syllabus template are to be deleted.
3. The syllabus will be updated as necessary each semester and filed with the Vice President of Instruction before the start of classes each semester.
   a. The syllabus will follow the approved MATC format.
   b. The syllabus will be sent electronically to the VPIS, following the appropriate naming standards (see *FacultyHandbook*).
   c. The syllabus must be reviewed with the students the first day of class.
   d. A copy of the course syllabus should be given to each student at the first class meeting and posted on the Learning Management System
4. Learning outcomes for the course are to be written in a specifically measurable format.

Audience - Green
Behavior - Red
Condition - Blue
Degree - Pink

Given … the student will be able to ….. do, interpret, demonstrate, synthesize, evaluate, troubleshoot, repair, etc… Make the objectives MEASURABLE.

Examples

Psychomotor - "Given a standard balance beam raised to a standard height, the student will be able to walk the entire length of the balance beam (from one end to the other) steadily, without falling off, and within a six second time span."

Measurement and Measurement Systems – Given various measurement principles, the student will be able to demonstrate the use of fractions and decimals in standard and metric systems and perform necessary conversions with 80% accuracy in demonstrated exercises.

Measurements with Line-Graduated Instruments – Given line-graduated rulers, the student will perform dimensional measurement and demonstrate layout and transfer measuring to within a 64^{th} of inch accuracy.