

SPS Course Review & Approval - 2022-2023

Courses should be reviewed by each of the following four (4) stakeholder groups, and not passed to the next level of review until each criteria has been satisfactorily met.

Level 1	Level 2	Level 3	Level 4
Faculty Member Developing Course	Program Curriculum Committee (PCC)	COI Administrator	Committee On Instruction (COI)

Syllabus Criteria for review

1. Course Overview, Learning Goals and Objectives
a) Describes how the course relates to primary concepts and principles of the discipline, to the vision and mission of the School, and the University.
b) Describes the course's intended audience.
c) Indicates the course's role in the program's curriculum, including: <ul style="list-style-type: none"> • prerequisites • core/required or elective status • corresponding area of focus, if applicable
d) Syllabus heading and/or course overview specifies course modality and duration
e) Course-level learning objectives are clearly articulated, observable, and measurable.
f) Course meets required number of contact hours
2. Readings and Resources
a) The syllabus clearly identifies <i>Required</i> and <i>Recommended</i> readings for the course with full citations following consistent discipline-appropriate formatting (e.g., APA, MLA, Chicago, etc.) <i>[please indicate which formatting system the syllabus is utilizing]</i>
b) Page numbers, total # pages/reading length, and/or media listening/viewing times are clearly stated to assess workload.
c) Instructional materials include both practitioner and academic texts from peer-reviewed journals in the discipline. Texts have sufficient breadth, depth, and currency for students to learn the subject at a Master's level and achieve the stated course learning objectives. <i>Faculty members should aim to include recent developments, established theory, frameworks and concepts that relate to practice, related research in other disciplines, and ethical considerations for practitioners in the field.</i>
d) Course includes critical assessment of sources for potential bias

3. Assignments, Assessments, Grading
a) Assignments clearly indicate and assess the corresponding learning objective(s) covered.
b) Assignments and activities build the appropriate skills or competencies that align with the discipline/field.
c) Pitch and degree of difficulty are appropriate for the intended audience.
d) Section includes statements regarding formative assessment and summative feedback.
e) Assignments (reaction papers, exercises, etc.) develop skills that build to a final exam, challenging paper, or other integrated project or assessment.
f) Specific criteria for evaluation are clearly stated. It is suggested to include a rubric.
g) Grade weight of each assignment is stated.
h) Grade weight is appropriate for each assignment.
4. Policies and Learning Environment
a) Tone of the syllabus is positive, respectful, and inviting.
b) Course considers and addresses the ethical dimensions of the topic.
c) The course aims to incorporate the following: <ul style="list-style-type: none"> ● Content represents broad perspectives; reflecting a range of races, ethnicities, gender identities, sexualities, abilities, ages, religions, etc. ● The structure of the course includes contributions made to the field by historically underrepresented groups and explanations of why these efforts are significant. ● The course employs additional strategies to prioritize equity and inclusion. ● Course content and design recognize diversity and acknowledge barriers to inclusion, in consultation with the CTL Guide for Inclusive Teaching at Columbia.
d) Policies on attendance, participation, and late work are explicit.
e) All School and Columbia policy boilerplate remains in the syllabus.
5. Course Schedule/Course Calendar
a) Course schedule/calendar conforms to SPS Syllabus Template, providing clearly distinct modules or specific dates for each course meeting.
b) Schedule conforms to the official semester schedule for class meetings, reading days and exam days.
6. Overall Assessment
a) This course plays a critical role within the program curriculum.

b) This course provides students with a rigorous graduate-level learning experience.