



What's New and Exciting in Syllabus Scholarship?

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12 February 2025

What's New and Exciting in Syllabus Management?

Books

Journals

Accreditors

Regional

Health Profession — Programmatic

Institutions

USC-Rossier

HED Assocs.

Quality Matters

IR / IE

HED-press/Media

\$50 in locker

Mizzou — Student Initiatives

Legislative Mandates

Texas, HB-2504

Florida SB-7044

Utah HB-261

Kentucky SB-6

Mississippi HB-1415/SB-2223

Companies

MS Word/Sharepoint

LMS

- Canvas
- Brightspace

Concourse

CourseDog

Simple Syllabus

Misc.

Open Syllabus Project [↗](#)

"Liquid" Syllabi

AI

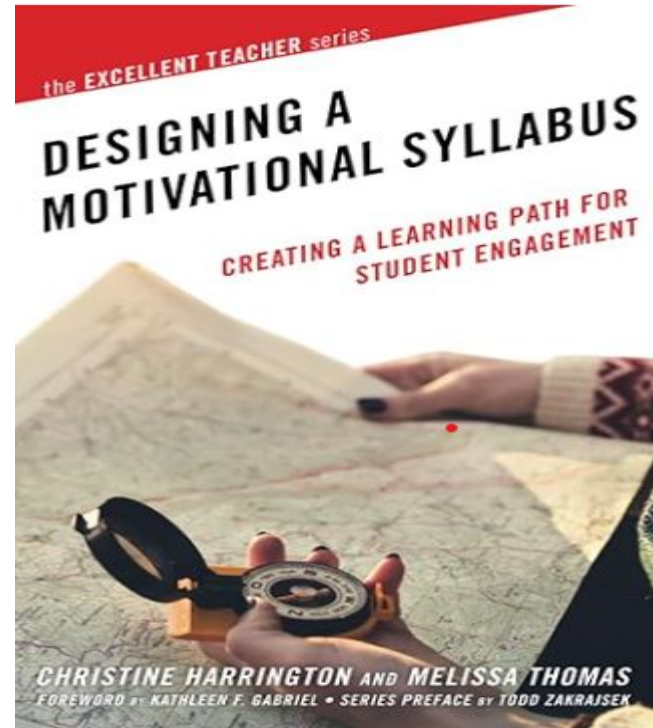
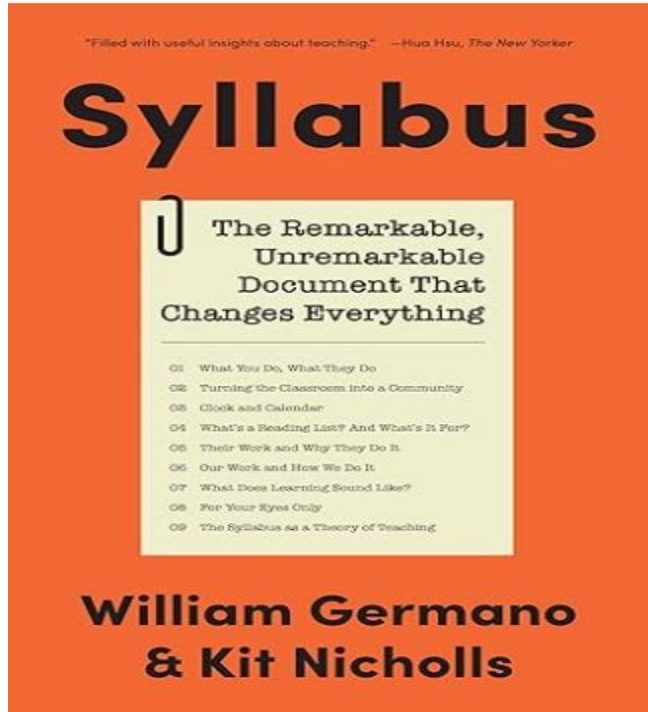
Syllabus GPTs

AGENDA

1. Books, Journals, Ed-Press
2. Accreditors, Professional Assocs, Institutions
3. State Legislation, Vendors
4. Q&A

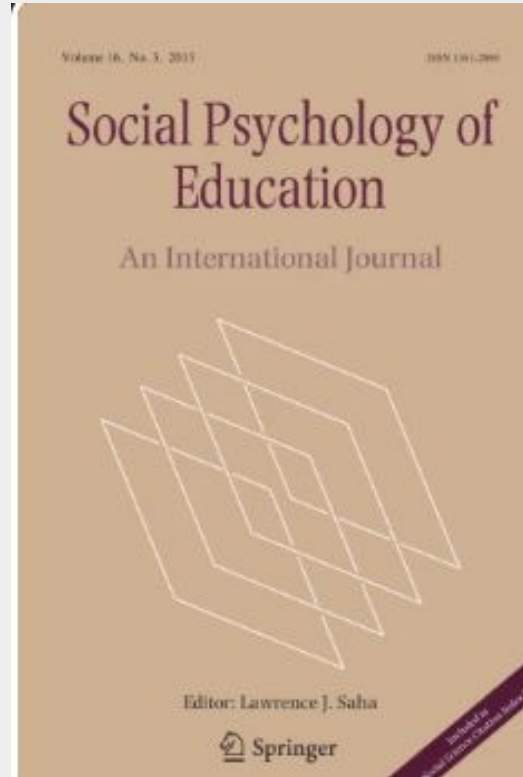
1. Books, Journals, Ed-Press

Two Pretty Good Books

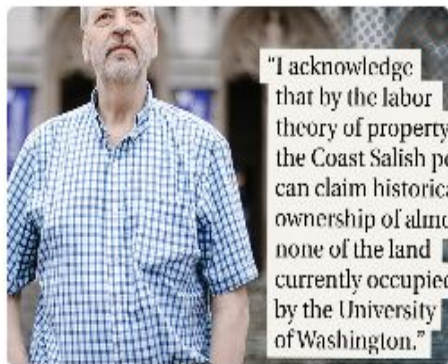


Journal Articles

1. Design & Best Practices
2. Student Success; Tone
3. Meta-Studies
4. Disciplinary Approaches
5. Alternative/Critical Approaches



In the news
7/13/2022



CAMPUS SPEECH

This Professor Was Investigated for an ‘Offensive’ Land Acknowledgment. Now He’s Suing.

By Wyatt Myskow | July 13, 2022

A computer-science professor is suing the University of Washington for allegedly violating his First Amendment ...

In the news
12/18/21

The New York Times

Professor Put Clues to a Cash Prize in His Syllabus. No One Noticed.

Tucked into the second page of the syllabus was information about a locker number and its combination. Inside was a \$50 bill, which went unclaimed.

2. Accreditors, Professional Associations, Institutions

2.a Accreditors

SACSCOC Standards - and Syllabi

SECTION 8: Student Achievement 8.1 The institution identifies, evaluates, and publishes goals and outcomes for student achievement appropriate to the institution's mission, the nature of the students it serves, and the kinds of programs offered. The institution uses multiple measures to document student success. (Student achievement) [CR]

8.2.b The institution identifies expected outcomes, assesses the extent to which it achieves these outcomes, and provides evidence of seeking improvement based on analysis of the results for student learning outcomes for collegiate-level general education competencies of its undergraduate degree programs. (Student outcomes: general education)

SECTION 9: Educational Program Structure and Content 9.1 Educational programs (a) embody a coherent course of study, (b) are compatible with the stated mission and goals, and (c) are based upon fields of study appropriate to higher education. (Program content) [CR]

9.6 Post-baccalaureate professional degree programs and graduate degree programs are progressively more advanced in academic content than undergraduate programs, and are structured (a) to include knowledge of the literature of the discipline and (b) to ensure engagement in research and/or appropriate professional practice and training. (Post-baccalaureate rigor and curriculum)

Sample Documentation

- Publications that show curricular differentiation between undergraduate and post-baccalaureate programs.
- **Comparative course syllabi** describing the advanced body of learning to be accomplished through the graduate/post-baccalaureate coursework.

2.b Professional Associations

Quality Matters - 18 Standards on the Syllabus

Selected Quality Matters Higher Education Specific Review Standards (SRS)

Use the chart below to identify if the selected SRS are addressed in the Syllabus.

SRS	Description	Points	Addressed
1.2	Learners are introduced to the purpose & structure of the course.	3	
1.3	Communication expectations for online discussions, email, and other forms of interaction are clearly stated.	2	
1.4	Course and institutional policies with which the learner is expected to comply are clearly stated within the course, or a link to current policies is provided.	2	
1.5	Minimum technology requirements for the course are clearly stated, and information on how to obtain the technologies is provided.	2	
1.6	Computer skills and digital information literacy skills expected of the learner are clearly stated.	1	
1.7	Expectations for prerequisite knowledge in the discipline and/or any required competencies are clearly stated.	1	
2.1*	The course learning objectives, or course/program competencies, describe outcomes that are measurable.	3	
3.2	The course grading policy is stated clearly at the beginning of the course.	3	
4.1*	The instructional materials contribute to the achievement of the state learning objectives or competencies.	3	<input type="checkbox"/>

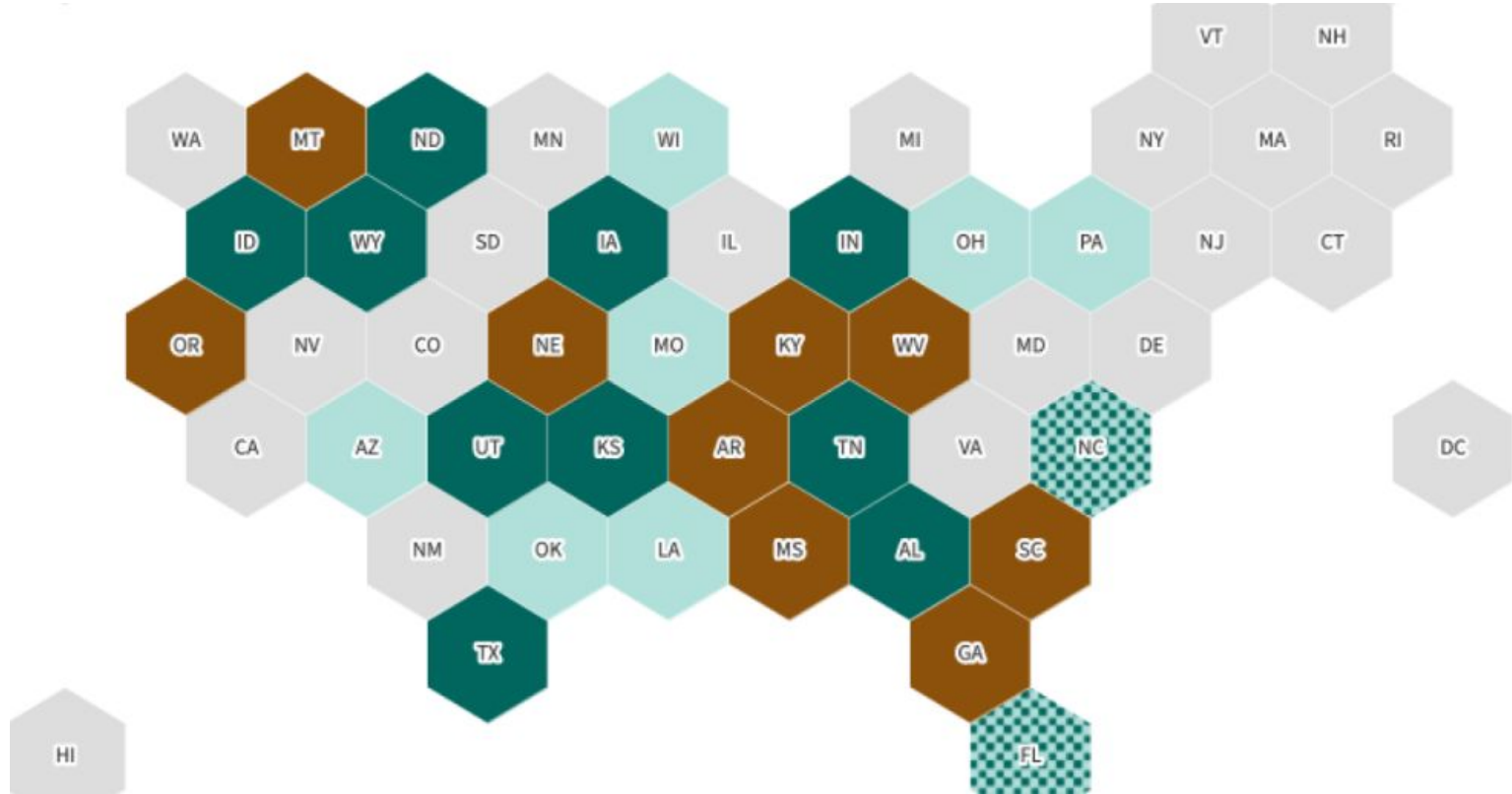
3.2	The course grading policy is stated clearly at the beginning of the course.	3	
4.1*	The instructional materials contribute to the achievement of the state learning objectives or competencies.	3	<input type="checkbox"/>
4.2	The relationship between the use of the instructional materials in the course and completing learning activities is clearly explained.	3	
5.1*	The learning activities promote the achievement of the stated learning objectives or competencies.	3	
6.4	The course provides learners with information on protecting their data and privacy.	1	
7.1	The course instructions articulate or link to a clear description of the technical support offered and how to obtain it.	3	
7.2	Course instructions articulate or link to the institution's accessibility policies and services.	3	
7.3	Course instructions articulate or link to the institution's academic support services and resources that can help learners succeed in the course.	3	
7.4	Course instructions articulate or link to the institution's student services and resources that can help learners succeed.	1	

3. State Legislation, Vendors, Miscellaneous

3.a State Legislative Mandates

Chronicle of Higher Education D.E.I. Tracker

<https://www.chronicle.com/article/here-are-the-states-where-lawmakers-are-seeking-to-ban-colleges-dei-efforts>



States With “Settled Law” Involving Syllabi

Texas - HB-2504

Florida - SB-7044

Utah - HB 261

Kentucky - SB 6

Ohio - SB-1 (Pending 2025)

Mississippi - HB-1415/SB-2237 (Introduced 2025)

3.b Vendors

Vendor Market Share: MSW+Sharepoint + LMS - 90%

Dedicated Platforms - +/- 10%



Word



Concourse Syllabus



SharePoint



SIMPLE
SYLLABUS



canvas



Coursedog

3.c Miscellaneous

Open Syllabus Project



WIRED CAMPUS

New Million-Syllabi Repository Could Reveal Trends in Teaching

By Ben Wieder | March 31, 2011

A new database is extending the life of the syllabus beyond the first day of ...



Large 'Galaxy' Prints of Your Favorite Academic Fields

Open Syllabus prints show the top 600 or so assigned titles in a field, grouped into beautiful 'galaxies.' The titles cluster based on the extent to which they are assigned together across millions of classes, held in thousands of colleges and universities since 2015.

Open Syllabus prints are a great way for students to understand major fields of study, the subfields within them, and their personal reading pathways through them.

The prints are large (36" x 48"), high resolution, and unframed.

<https://open-syllabus.myshopify.com/>

Almost Done

Frequently Asked Questions

Q1: I'm an IR officer, what do I care about syllabus management?

Q2: Aren't syllabi pretty much a Faculty-Only concern?

Q3: My institution already has a syllabus template of some sort. Can you use that?

Q4: So when SACS or ABET or one of the Nursing accreditors come looking for syllabus artifacts, you can find the right ones quickly?

Q5: And *report* on them?

Q6: How heavy is the admin/faculty/IT lift for implementing this?

Q7: How likely is it that whoever recommends this software will get fired? Promoted?

Q8: Isn't there another company that does the same thing?

T-Shirt?

brian@intellidemia.com



IR/IE

Student Success

Thank you for
listening!

Intellidemia.com



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[18 Standards on the Syllabus: Quality Matters](#)

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