General description of the subject matter of each lecture or discussion (outline can be by day, week, or unit; stating "   " is not acceptable);

Measurable student learning outcomes (SLOs) for the course; an SLO is a detailed description of what a student will be able to do at the conclusion of a course ("

"   );

Grading policy and grading scale, including methods of evaluation and assignment of course grades; syllabus should avoid vague or ambiguous grading criteria so that students can clearly understand how they will be evaluated;

Attendance requirements, including make-up policy; syllabus should clearly indicate if attendance and participation will be included in course grade and how these scores will be calculated;

Accreditation status, if applicable (include only if department, college, or program is accredited; do not include reference to SACSCOC accreditation);

All required University policies (also known as "Institutional policies").

IV.   ACCESSIBILITY

A. When designing course syllabi, faculty should avoid using color, font, and other design elements that hinder accessibility for all students, including those with disabilities such as color blindness or dyslexia. Using color as the sole method to convey information can create barriers for many individuals. Students with color blindness or low vision may not distinguish color variations, and screen readers cannot convey color to visually impaired users. For assistance in creating accessible syllabi, faculty should contact LU's Accessibility Resource Center (ARC).

V.   FACULTY INFORMATION

A. As instructor of record, a faculty member assigned to a course has ultimate responsi

A.

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