

## NICHOLLS STATE UNIVERSITY GUIDELINES FOR DEVELOPING AND WRITING STUDENT LEARNING OUTCOMES

Faculty are required, as specified in [Chapter 2 of the University Policy and Procedure Manual](#), to list Student Outcome Objectives in course syllabi. Additionally, Part 2 of the Nicholls State University Annual Plan documents student learning outcomes, their assessment, and use of assessment results for each academic program. As noted below, this documentation process asks that Expected Outcomes (Goals), Objectives, Performance Indicators, Expected Results, Assessment Results and Use of Results be identified. To help facilitate the process of identifying and developing these student learning outcomes, a Guideline Resource has been developed by the University Assessment Committee.

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## PART 2 – STUDENT LEARNING OUTCOMES

(Type program or major name here)

<b>EXPECTED OUTCOME 1: Graduates of this program will be able to:</b>				
OBJECTIVES of classes or projects to assist in obtaining expected outcome (Responsible Person)	PERFORMANCE INDICATORS (scores from standardized exams, reports, class exams, portfolio, demonstrations, projects, etc.) Responsible person(s)	EXPECTED RESULTS	ASSESSMENT RESULTS (Actual Outcomes)	USE OF RESULTS (To be completed February of following year in APA)

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## WHAT ARE EXPECTED OUTCOMES (GOALS) AND OBJECTIVES QUICK REFERENCE

### *What are expected outcomes/goals?*

Goals are outcome statements that provide direction for educational activities.  
Goals help students understand how they can use what they learn.  
Goals guide instructors in designing effective courses.  
Goals are general educational aims, sometimes expressed in vague terms.

Goals are established at many different levels:

- Sample university outcome/goal: Promote the social, cultural, and economic development of the region.
- Sample departmental outcome/goal: Preserve the rich culinary heritage of Louisiana
- Sample course outcome/goal: Introduce students to the cultural characteristics of Cajun/Creole cuisine.

**NOTE: outcomes/goals at every level must be consistent with the mission of the university.**

### *What are objectives?*

After identifying the instructional outcomes/goals for the specific course you are teaching, ask yourself:

- “How will I know if my students have achieved the desired results?”
- “What will I consider evidence of proficiency?”

Objectives are statements of specific competencies that students will demonstrate after instruction.  
Objectives describe observable and measurable behaviors.  
Objectives specify the behaviors that show whether students have reached course goals.  
Objectives are student-centered, focusing on the learning outcome instead of the learning process.

Sample course objectives:

- Describe the diets of the indigenous tribes of Louisiana: Coshatta, Chitimacha, and Choctaw.
- Compare and contrast the cuisines of Southeast and Southwest Louisiana.
- Chronicle the development of Cajun/Creole cuisine.
- Design a menu for a Cajun- or Creole-themed dinner.

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## GUIDELINES FOR DEVELOPING AND WRITING STUDENT LEARNING OUTCOMES

CLASSIFICATION	DEFINITION	TIPS FOR WRITING
<p><b>GOALS/OUTCOMES</b></p> <p>aka "graduate competencies" aka "expected outcomes" aka "general expectations" aka "what the program, etc. wants the learners to accomplish by the END of the program, etc"</p>	<p>Goals are - Summative General Vague Non-measurable Longer term than "objectives" (see following re: objectives)</p>	<p>The attainment of goals is SUBJECTIVE and cannot be directly determined as they are vague or "gray"; but, the attainment of goals can be indirectly determined by the attainment of objectives specific to the goal (see following re: objectives)</p> <p>Goals should - - Be solo; meaning, only one goal included in each goal statement, rather than 2 or more goals linked by the conjunction "and" in the same goal statement - Start with a "high level" learning action verb from <a href="#">Bloom's</a> or <a href="#">Krathwohl's</a> taxonomies (see tables below); verbs like "identify" are too low level for collegiate work</p>
<p><b>OBJECTIVES</b></p> <p>aka "learning behaviors" aka "learning outcomes" aka "student outcomes" aka "student behaviors" aka "what the program, etc. wants the learners to demonstrate DURING or BEFORE the end of the program, etc"</p>	<p>Objectives are - Formative Specific Measurable Shorter term than "goals" (see previous re: goals) Cogent, but brief</p>	<p>For each goal, there must be at least 2 objectives.</p> <p>Objectives flow from the goal, and are specific to that goal.</p> <p>The attainment of objectives is OBJECTIVE (n.b. that is why they are called objectives, not because they are the objects we seek to obtain) and can be directly determined as they are specific, black or white; yes, you attained the goal, or, no, you did not, but there is no "maybe"; objective attainment of the objectives supports the subjective contention that the goal, to which the objectives are directed, has been attained.</p> <p>Objectives should - - Be solo; meaning, only one objective included in each objective statement, rather than 2 or more objectives linked by the conjunction "and" in the same statement of objective - Start with a "high level" learning action verb from Bloom's taxonomy; verbs like "identify" are too low level for collegiate work - Focus on demonstrating, performing, doing, or verbalizing something that is very specific, measurable, etc that can in fact be "measured" - Avoid verbs, wording, etc. that is/are non-measurable (e.g. you cannot demonstrate knowledge, you cannot demonstrate understanding, you cannot feel a certain way, you cannot demonstrate an attitude, you cannot exhibit a belief, etc.) - the only things that can be objectively measured are what learners DO and what learners SAY - if we, the evaluators, cannot use one or more of our 5 senses to evaluate the attainment of the objective, it is not measurable, and, hence, not an objective</p> <p>Evaluation of objectives is either "yes" or "no"; no rating scale, no asteriks, no excuses.</p> <p>Important note: the statement of objectives is the most important part of this whole process because if your objectives are not proper objectives (i.e. not measurable, not specific, etc.), all of the following parts of the evaluation process will be at the very least skewed, weakened, etc., and the whole evaluation process, as a result, a waste.</p>
<p><b>PERFORMANCE INDICATORS</b></p> <p>aka "assessment parameters" aka "evaluation indicators" aka "critical indicators" aka "assessment cues"</p>	<p>Performance indicators flow from each objective and are specific to that objective.</p> <p>Performance indicators are words or phrases; they do not require verbs or complete statements.</p>	<p>Performance indicators are - Specific</p> <p>Performance indicators should - - Be suggested by the objective from which they flow - Be as brief and specific as possible</p>

aka "evaluation cues"		
EXPECTED RESULTS aka "expected findings"	Expected results flow from and MATCH each performance indicator; as such, they are specific to that performance indicator.  Expected results are words or phrases, and numbers; they do not require verbs or complete statements.	Expected results are - Specific Measurable Quantifiable and/or include quantities/numbers to the extent possible  Expected results should - - Be suggested by the performance indicator from which they flow/match - Be as brief and specific as possible - Include the phrase "as evidenced by" to specify the results expected
ASSESSMENT RESULTS aka "actual results" aka "actual findings" aka "evaluation data" aka "assessment data"	Assessment results MATCH each expected result in format.  Assessment results are words or phrases, and numbers; they do not require verbs or complete statements.	Assessment results are - Specific Measurable Quantities/numbers to the extent possible  Assessment results should - - Match the format of the expected result - Be as brief and specific as possible - Numeric to the extent possible.
USE OF RESULTS aka "discussion" aka "use of evaluation results" aka "use of assessment results" aka "evaluation loop closure"	"Use of Results" - - Clearly states whether or not each EXPECTED result was attained; this is a "yes" or "no" proposition - If "yes", clearly states what will be done to continue attainment of the expected result - If "no", clearly states what actions, changes, etc. will be undertaken to attain the expected result	At the conclusion of the "use of results", a clear statement is made noting, "yes" or "no" that the objective, to which these EXPECTED results were specific, has (or has not) been attained.  Likewise, after the attainment of all objectives specific to a goal has been determined, the attainment of the goal is then determined.

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## SAMPLE STUDENT LEARNING OUTCOMES

CLASSIFICATION	SAMPLE
EXPECTED OUTCOME/GOAL	1. Graduates of the BSN Program will understand the nursing process as it relates to adult health clients.
OBJECTIVES	<p>Graduates will be able to:</p> <p>1.1 Provide satisfactory "hands on" nursing care to at least one adult client in an acute care setting.</p> <p>1.2 Analyze the comprehensive nursing care for at least one adult client in an acute care setting.</p>
PERFORMANCE INDICATORS	<p>1.1.1 Anecdotal notes of clinical instructors</p> <p>1.1.2 Written clinical performance evaluations of students</p> <p>1.2.1 Performance of students on national standardized test in adult health nursing</p> <p>1.2.2 Performance of students in adult health clinical nursing courses</p> <p>1.2.3 Performance of students on national licensing exam</p>
EXPECTED RESULTS	<p>1.1.1 Anecdotal notes of clinical instructors indicate that each student provided "hands on" nursing care to at least one adult client in an acute care setting as evidenced by specific notations of the numbers of patients and settings for nursing care to which students were assigned.</p> <p>1.1.2 Written clinical performance evaluations of students indicate that each student satisfactorily provided "hands on" nursing care to at least one adult client in an acute care setting as evidenced by both mid-term and final clinical evaluations of "S" for satisfactory.</p> <p>1.2.1 Performance of students on national standardized test in adult health nursing indicate that they can analyze the comprehensive nursing care for at least one adult client in an acute care setting as evidenced by the graduates average being at least the national average.</p> <p>1.2.2 Performance of students in adult health clinical nursing courses indicate that they can analyze the comprehensive nursing care for at least one adult client in an acute care setting as evidenced by</p> <p style="padding-left: 20px;">1.2.2.1 A final course grade of at least "C" in each adult health clinical nursing course for each graduate</p> <p style="padding-left: 20px;">1.2.2.2 A final grade of at least 77% on a written comprehensive case study of an adult health client in an acute care setting for each graduate</p> <p>1.2.3 Performance of students on national licensing exam indicate that they can analyze the comprehensive nursing care for at least one adult client in an acute care setting as evidenced by at least 95% of graduates passing the national licensing exam on their first attempt.</p>
ASSESSMENT RESULTS	<p>1.1.1 Anecdotal notes of clinical instructors note that each student provided "hands on" nursing care to at least one adult client in an acute care setting.</p> <p>1.1.2 On written clinical performance evaluations of students each student had both mid-term and final clinical evaluations of "S" in providing "hands on" nursing care to at least one adult client in an acute care setting.</p> <p>1.2.1 On the national standardized test in adult health nursing the graduates average was 54, while the national average was 53.</p> <p>1.2.2.1 Each graduate has a final course grade of at least "C" in each adult health clinical nursing course</p> <p>1.2.2.2 Each graduate had at least 77% on a written comprehensive case study of an adult health client in an acute care setting</p> <p>1.2.3 The graduates pass rate on the national licensing exam indicate was 93.2% on their first attempt</p>
USE OF RESULTS	<p>1.1.1 Yes, attained; continue to maintain and monitor anecdotal notes of clinical instructors in adult health clinical nursing courses.</p> <p>1.1.2 Yes, attained; continue to maintain and monitor written clinical performance evaluations of students in adult health clinical nursing courses.</p> <p>1.2.1 Yes, attained; continue to monitor performance of students on national standardized tests in adult health nursing.</p> <p>1.2.2 Yes, attained; continue to monitor performance of students in adult health clinical nursing courses, particularly final course grades and grades on written comprehensive case studies.</p> <p>1.2.3 No, not attained; continue to monitor performance of students on national licensing exam; also, since less than 95% pass rate on first attempt, increase review of adult health content via CAI, on-line review materials, and in person national licensing exam review courses to increase pass rate on this exam on first attempt.</p>

	<p>Summary - both objectives were met - as graduates were able to:</p> <ul style="list-style-type: none"><li>1.1 Yes, provide satisfactory "hands on" nursing care to at least one adult client in an acute care setting.</li><li>1.2 Yes, analyze the comprehensive nursing care for at least one adult client in an acute care setting.</li></ul> <p>Hence, goal 1 was attained, meaning graduates of the BSN Program understand the nursing process as it relates to adult health clients.</p>
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## BLOOM'S TAXONOMY

CATEGORY	DEFINITION	RELATED BEHAVIORS
<b>Knowledge</b>	recalling or remembering something without necessarily understanding, using, or changing it	define, describe, identify, label, list, match, memorize, point to, recall, recognize, select, state
<b>Comprehension</b>	understanding something that has been communicated without necessarily relating it to anything else	alter, account for, annotate, calculate, change, convert, group, explain, generalize, give examples, infer, interpret, paraphrase, predict, review, summarize, translate
<b>Application</b>	using a general concept to solve problems in a particular situation; using learned material in new and concrete situations	apply, adopt, collect, construct, demonstrate, discover, illustrate, interview, make use of, manipulate, relate, show, solve, use
<b>Analysis</b>	breaking something down into its parts; may focus on identification of parts or analysis of relationships between parts, or recognition of organizational principles	analyze, classify, compare, contrast, diagram, differentiate, dissect, distinguish, outline, point out, select, separate, sort, subdivide
<b>Synthesis</b>	creating something new by putting parts of different ideas together to make a whole.	blend, build, change, combine, compile, compose, conceive, create, design, formulate, generate, hypothesize, plan, predict, produce, reorder, revise, tell, write
<b>Evaluation</b>	judging the value of material or methods as they might be applied in a particular situation; judging with the use of definite criteria	accept, appraise, assess, arbitrate, award, choose, conclude, criticize, defend, evaluate, grade, judge, prioritize, recommend, referee, reject, select, support

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## Affective Domain - Krathwohl's Taxonomy

David, R. Krathwohl, Benjamin S. Bloom, and Bertram B. Masia. Taxonomy of Educational Objectives: The Classification of Educational Goals. (New York: David McKay, 1964).

<b>Receiving</b>	refers to the student's willingness to attend to particular phenomena of stimuli (classroom activities, textbook, music, etc.). From a teaching standpoint, it is concerned with getting, holding, and directing the student's attention. Learning outcomes in this area range from the simple awareness that a thing exists to selective attention on the part of the learner. Receiving represents the lowest level of learning outcomes in the affective domain.	<p><i>Objectives:</i> Listen, show sensitivity, accept differences, attend closely.</p> <p><i>Verbs for expressing learning outcomes:</i> ask, choose, describe, follow, give, hold, identify, reply, select, use.</p>
<b>Responding</b>	refers to active participation on the part of the student. At this level he or she not only attends to a particular phenomenon but also reacts to it in some way. Learning outcomes in this area may emphasize acquiescence in responding (reads assigned material), willingness to respond (voluntarily reads beyond assignment), or satisfaction in responding (reads for pleasure or enjoyment). The higher levels of this category include those instructional objectives that are commonly classified under "interest"; that is, those that stress the seeking out and enjoyment of particular activities.	<p><i>Objectives:</i> Obey rules, complete expectations, participate, volunteer, show interest, enjoy.</p> <p><i>Verbs for expressing learning outcomes:</i> assist, conform, greet, help, perform, present, read, select, tell, write.</p>
<b>Valuing</b>	is concerned with the worth or value a student attaches to a particular object, phenomenon, or behavior. This ranges in degree from the simpler acceptance of a value (desires to improve group skills) to the more complex level of commitment (assumes responsibility for the effective functioning of the group). Valuing is based on the internalization of a set of specified values, but clues to these values are expressed in the student's overt behavior. Learning outcomes in this area are concerned with behavior that is consistent and stable enough to make the value clearly identifiable. Instructional objectives that are commonly classified under "attitudes" and "appreciation" would fall into this category.	<p><i>Objectives:</i> Demonstrate belief in, appreciate, show concern, demonstrate problem-solving attitude, demonstrate commitment.</p> <p><i>Verbs for expressing learning outcomes:</i> complete, explain, follow, form, initiate, invite, join, justify, propose, share.</p>
<b>Organization</b>	is concerned with bringing together different values, resolving conflicts between them, and beginning the building of an internally consistent value system. Thus the emphasis is on comparing, relating, and synthesizing values. Learning outcomes may be concerned with the conceptualization of a value (recognizes the responsibility of each individual for improving human relations) or with the organization of a value system (develops a vocational plan that satisfies his or her need for both economic security and social service). Instructional objectives relating to the development of a philosophy of life would fall into this category.	<p><i>Objectives:</i> Recognize need for balance, recognize role of systematic planning in problem solving, accept responsibility, accept own strengths and limitations, formulate plan for harmony with others.</p> <p><i>Verbs for expressing learning outcomes:</i> adhere, alter, arrange, combine, generalize, identify, integrate, modify, order, organize, prepare, relate, synthesize.</p>
<b>Characterization</b>	by a value or value set. The individual has a value system that has controlled his or her behavior for a sufficiently long time for him or her to develop a characteristic "life-style." Thus the behavior is pervasive, consistent, and predictable. Learning outcomes at this level cover a broad range of activities, but the major emphasis is on the fact that the behavior is typical or characteristic of the student.	<p><i>Objectives:</i> Display safety consciousness, demonstrate self-reliance, practice cooperation and interdependence, show objectivity in problem solving, demonstrate punctuality and self-discipline.</p> <p><i>Verbs for expressing learning</i></p>

	Instructional objectives that are concerned with the student's general patterns of adjustment (personal, social, emotional) would be appropriate here.	<i>outcomes:</i> act, display, influence, listen, modify, perform, practice, propose, qualify, question, serve, solve, use, verify.
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LINKS TO STUDENT LEARNING OUTCOMES IDENTIFIED FOR OTHER UNIVERSITY ACADEMIC PROGRAMS	
Political Science	<a href="http://condor.depaul.edu/~psc/academic/learning.htm">http://condor.depaul.edu/~psc/academic/learning.htm</a>
School Psychology	<a href="http://www.psychology.ilstu.edu/schlpsy/ProspectiveStudents/SSPProgramObjectives.html">http://www.psychology.ilstu.edu/schlpsy/ProspectiveStudents/SSPProgramObjectives.html</a>
Chemistry	<a href="http://depts.washington.edu/chemugs/department_goals.html">http://depts.washington.edu/chemugs/department_goals.html</a>
Business	<a href="http://www.urgrgcc.edu/assessment/business/manage.htm">http://www.urgrgcc.edu/assessment/business/manage.htm</a>
Links to various academic programs from University of Minnesota, Morris	<a href="http://www.mrs.umn.edu/committees/asl/units.shtml">http://www.mrs.umn.edu/committees/asl/units.shtml</a>
Links to various academic programs from California	<a href="http://www.calstate.edu/AcadAff/SLOA/academic.shtml">http://www.calstate.edu/AcadAff/SLOA/academic.shtml</a>
Links to various academic programs from Montana State University	<a href="http://www.montana.edu/aircj/assess/majors/majors9899/">http://www.montana.edu/aircj/assess/majors/majors9899/</a>
Links to various academic programs from University of Illinois	<a href="http://www.oir.uiuc.edu/assessment/plans.html">http://www.oir.uiuc.edu/assessment/plans.html</a>

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ASSESSMENT OF STUDENT LEARNING OTHER USEFUL LINKS	
As Easy as Apple Pie: A baker's guide to assessment	<a href="http://www.assessment.gatech.edu/eReports/apple_pie_assessment/apple.html">http://www.assessment.gatech.edu/eReports/apple_pie_assessment/apple.html</a>
Assessment and Rubric Information	<a href="http://school.discovery.com/schrockguide/assess.html">http://school.discovery.com/schrockguide/assess.html</a>
Assessment Instruments and Methods in the Major	<a href="http://www.wisc.edu/provost/assess/manual/manual2.html">http://www.wisc.edu/provost/assess/manual/manual2.html</a>
Assessment Measures Learning Article	<a href="http://www.internetviz-newsletters.com/datatel/e_article000242341.cfm?x=b11.0">http://www.internetviz-newsletters.com/datatel/e_article000242341.cfm?x=b11.0</a>
Assessment/Higher Ed Links	<a href="http://campus.umn.edu/assess/edpedres/websites.htm">http://campus.umn.edu/assess/edpedres/websites.htm</a>
Ball State University Assessment Workbook	<a href="http://web.bsu.edu/IRAA/AA/WB/contents.htm">http://web.bsu.edu/IRAA/AA/WB/contents.htm</a>
CAL POLY Learning Outcomes Assessment Planning Guide	<a href="http://www.academics.calpoly.edu/assessment/assessplanguide.htm">http://www.academics.calpoly.edu/assessment/assessplanguide.htm</a>
Council for Higher Education Accreditation Student Learning Outcomes Workshop	<a href="http://www.chea.org/Chronicle/vol5/no2/Chron-vol5-no2.pdf">http://www.chea.org/Chronicle/vol5/no2/Chron-vol5-no2.pdf</a>
How to Write Learning Objectives	<a href="http://www.skidmore.edu/administration/assessment/How_to_Write_Learning_Objectives.htm/">http://www.skidmore.edu/administration/assessment/How_to_Write_Learning_Objectives.htm/</a>
Internet Resources for Higher Ed Outcomes Assessment	<a href="http://www2.acs.ncsu.edu/UPA/assmt/resource.htm#hbooks">http://www2.acs.ncsu.edu/UPA/assmt/resource.htm#hbooks</a>
Promising Ways to Assess Student Learning	<a href="http://www.ed.gov/pubs/IASA/newsletters/assess/pt3.html">http://www.ed.gov/pubs/IASA/newsletters/assess/pt3.html</a>
University of Colorado, Boulder Assessment Web Page	<a href="http://www.colorado.edu/pba/outcomes/">http://www.colorado.edu/pba/outcomes/</a>
University of Massachusetts Handbook for Assessing Student Learning	<a href="http://www.umass.edu/oapa/oapa/publications/online_handbooks/program_based.pdf">http://www.umass.edu/oapa/oapa/publications/online_handbooks/program_based.pdf</a>
University of Washington, Student Learning Outcomes: A faculty resource on development and assessment	<a href="http://depts.washington.edu/grading/slo/SLO-Home.htm">http://depts.washington.edu/grading/slo/SLO-Home.htm</a>
University of Western Australia Guide to Assessment	<a href="http://www.catl.uwa.edu.au/obe/outcomes">http://www.catl.uwa.edu.au/obe/outcomes</a>
Use of Assessment Results at LSU-BR	<a href="http://aaweb.lsu.edu/assessment/results.htm">http://aaweb.lsu.edu/assessment/results.htm</a>
What the research says about assessment	<a href="http://www.ed.gov/pubs/IASA/newsletters/assess/pt4.html">http://www.ed.gov/pubs/IASA/newsletters/assess/pt4.html</a>

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**UNIVERSITY *Policy and Procedure Manual*, [Chapter 2 Section 2.7.1.1.3i](#)**

**i. *Course Syllabi*.** On the first day of class, faculty are required to have available course syllabi for all students in each course being taught. These syllabi must then be filed with the department. The following information is required in all syllabi:

- A complete course that must conform to the *Bulletin* format for course descriptions.
- Instructor's name (rank and title are optional)
- Instructor's office location and telephone number
- Required textbook(s), materials, supplies (Provide detailed bibliographic information for texts and indicate if copies are on reserve in the library.)
- Student Outcome Objectives\*\*) and requirements of the course (See University Assessment website for examples of Student Outcome Objectives.)
- Tentative outline of course content.
- Methods of evaluation
- Required supplementary readings.
- A statement that indicates compliance with the spirit of the Americans with Disabilities Act: “ If you have a documented disability that requires assistance, you will need to register with the Office of Disability Services for coordination of your academic accommodations. The Office of Disability Services is located in Peltier Hall, Room 100–A. The phone number is (985) 448–4430 (TDD 449–7002)

\*\*Student Outcome Objectives are classroom goals that can be measured. (For example, “Upon completion of this course, students will be able to (1) distinguish... (2) demonstrate... (3) apply... (4) develop... (5) solve... (6) create”)

The following information is strongly recommended for all syllabi. However, if any of the following are a part of evaluation, they must be included:

- Field trips (If a field trip is a course requirement, this stipulation must be stated.)
- A notice of the last day that students are allowed to drop the class with the grade of W
- The class meeting days, hours, classroom location
- Department's location and telephone number
- Attendance/Punctuality (If part of evaluation, this stipulation must be stated.)
- Class participation and how it will be graded (If part of evaluation, this stipulation must be stated.)
- Make-up policy
- Extra credit policy
- Applicable safety rules

- Academic dishonesty policy (If Turnitin.com is used to detect plagiarism, syllabi must include notification statement: “By taking this course, students agree that all assignments are subject to submission to Turnitin.com, an online plagiarism prevention and detection service. All work submitted to Turnitin.com will be added to its database of papers. Turnitin’s privacy policy and a description of the service are available at <http://www.turnitin.com>. Specifically, this service compares your paper with Internet webpages, articles in databases, and all papers previously submitted from this university or any other. Turnitin then either confirms the originality of your work or gives the source of plagiarism. In cases of detected plagiarism, the paper and supporting evidence will be handled in compliance with the *Code of Student Conduct* ([http://www.nicholls.edu/life/policy/code\\_of\\_conduct.pdf](http://www.nicholls.edu/life/policy/code_of_conduct.pdf).”)
- Standards and grading policy for written work and oral presentations (a requirement in classes where students are achieving oral competency as required by SACS)
- Student conferences (If part of evaluation, this stipulation must be stated.)
- Disruptions (use of beepers, guests in the classroom) to the learning environment
- Supplementary readings (Provide detailed bibliographic information and indicate if copies are on reserve in the library.)

**j. Attendance Policy.** Faculty members are required to include descriptions of their attendance policies in their course syllabi. These descriptions shall be orally explained to students on the day syllabi are distributed. The complete University policy for attendance can be found in the current Bulletin on the web at

[http://www.nicholls.edu/bulletin/academic\\_procedures.html#attendance](http://www.nicholls.edu/bulletin/academic_procedures.html#attendance)

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