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Preparing the Syllabus

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1. What is a Syllabus ?

A Syllabus is a contract between students and faculty

A syllabus is created in order to familiarize the students with the class policy and learning schedule. The syllabus used in Japanese universities generally follows the format commonly used in the U.S., indicating most of the information necessary for the students to register and earn credits for the course, such as course objectives, course targets, offered semester and duration of course, text material used, course goals, matters requiring preparation and review outside of class, method and standards of grade evaluation, how to contact the faculty in charge, and schedule for each class. Students use the syllabus to select and register their courses during the registration period. In other words, a syllabus is an indispensable tool for students taking a class, and can be considered a contract between students and faculty. Since it is like a contract, both students and teachers are obliged to fulfill its terms. There are merits if both parties meet their obligations; the students can understand beforehand what they must do to prepare for the course, and the standards of evaluation to be used; the teachers can follow a well-written syllabus without causing delays in schedule, and registration becomes easier with clear indication of achievement standards and grade evaluation standards.

Syllabus within the curriculum

Individual lectures at a university are a part of the curriculum, which is a larger framework of the scholastic system. A faculty member must therefore take into consideration the relationship between his/her subjects and others, and be conscious of interweaving the warp and woof of various courses (subject hierarchy) when creating the syllabus. A self-contained syllabus may cause course alienation from the scholastic system.

Plan-Do-Check-Action (PDCA) and syllabus

The syllabus is considered a public document of accountability; within it is the PDCA cycle. Subject objectives and appropriate course schedule are [1] Plan (set goals), followed by [2] Do (execute), which involves fulfilling requirements per credit (course management pursuant to the syllabus and clarification of grade evaluation standards), [3] Check (inspection) which involves increased stringency in grade evaluation (checking of evaluation results by students, faculty in charge and colleagues), and [4] Action (improvement) which involves improving individual education content and methods, curriculum organization (syllabus within the curriculum), general organization management etc. By continuously implementing the PDCA cycle, improvement of entrance (policy on accepting new students) and exit (degree conferment policy) also enter the picture.

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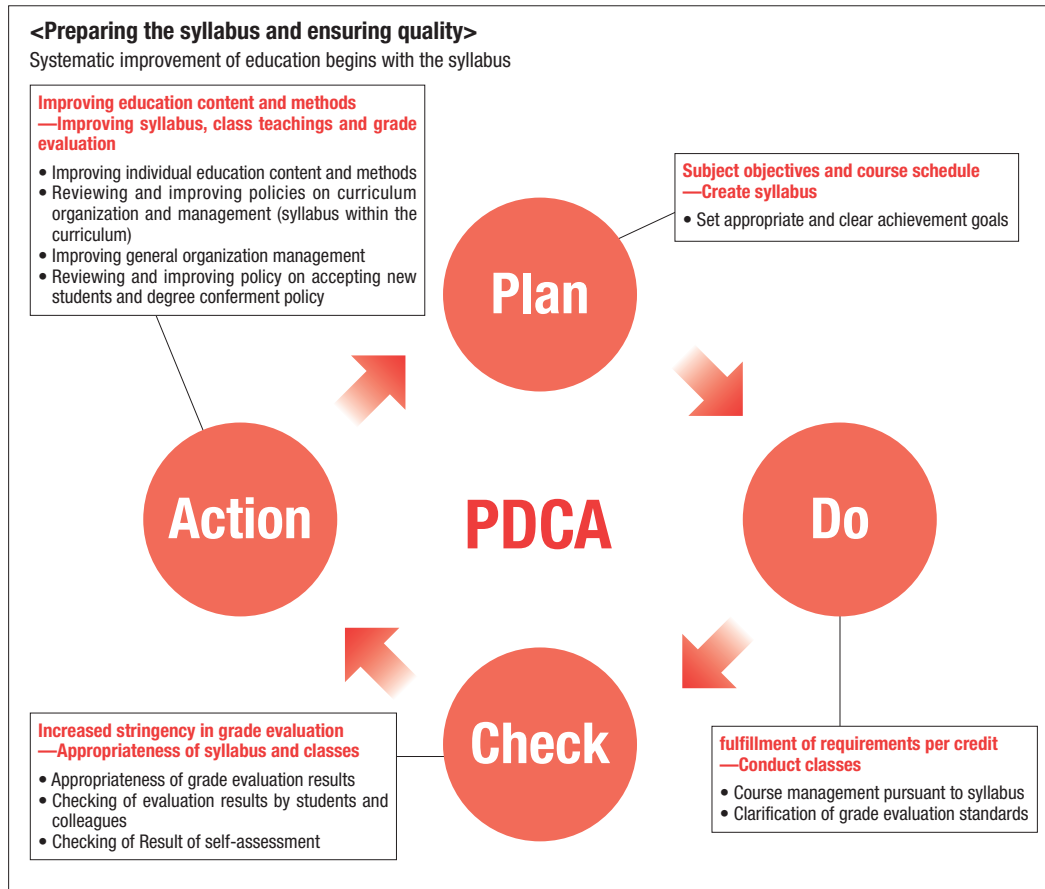
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For a better syllabus

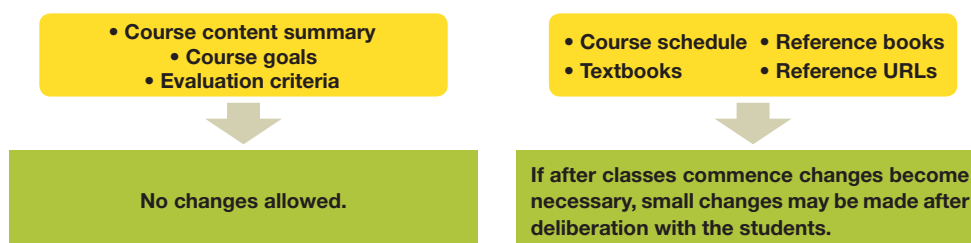
There was a time when university lectures were unidirectional communication from the professor, with no dialogue. However, since the deregulation of the Standards for Establishing Universities bi-directional communication between students and teachers, such as in syllabus preparation, has gained importance. The syllabus is now no longer just part of student services, it is an inducement for both students and teachers to be responsible in making the course successful. This also helps correct students' ungrounded assumptions and teachers' self-righteousness. If such problems occur after classes have commenced, it is necessary to remedy them; at times, with permission from the students, it may even become necessary to make drastic changes to the course schedule. Also, if problems become clear, the syllabus for the subsequent academic year must be revised (PDCA cycle). A good syllabus is created by both students and teachers.

2. Points of Note When Preparing a Syllabus

Syllabus content must enable students to grasp the overall picture of the course, as well as to understand, in as much detail as possible, the content of each class, grade evaluation standards etc. Doshisha University sets syllabus guidelines so as to upgrade the syllabus for the entire school. Below, let us take a look at “Course content summary,” “Course goals,” “Course schedule,” “Assignments,” “Evaluation criteria” and “Comments on evaluation,” mandatory information in the syllabus, as well as other points to take note of when creating a syllabus, based on the guideline (see P.28)

Making changes to the syllabus after course commencement

In general, syllabus content should not be changed after classes commence.



If changes are made, be sure to familiarize the students with such changes by altering the online syllabus content, as well as distributing during class a printed notification of syllabus changes. If course schedule is expected to change during the course, it would be better to indicate so from the beginning, in the comment field of the syllabus for that subject.

3. Writing and Checking the Syllabus

The syllabus manuscript submitted by the faculty will be checked by the FD committee of each faculty/school/graduate school/center, based on the syllabus preparation guidelines. Please be aware that if, after comparison with “Syllabus content guidelines” on the right any flaws or deficiencies of information are found, you will be asked to revise and resubmit your syllabus.

Syllabus formats do and should differ, to a certain extent, depending on course format (lecture/ seminar/ foreign language /other) or academic field. Please take a look at the syllabus examples on P.18 et seq. These are provided only for guidance purposes.



Reference URL

- Syllabus online search
<http://syllabus.doshisha.ac.jp/>

Syllabus content guidelines

Course Content Summary

Indicate overall course content, aim, keywords, and how classes will be conducted. Please be brief and simple.

Course goals

Indicate specifics of knowledge, skills, perspective etc. that students can expect to acquire through this course. Itemize goals using expressions like “Students will learn to...,” “Students will understand...,” “Students will acquire...” etc.

Evaluation Criteria

Clearly indicate grade evaluation items (examination, paper, attendance etc.). On the premise that several evaluation items will be used, indicate the percentage allocated to each item in calculating the final grade.

Comments

Concisely and clearly provide specific points of evaluation for each evaluation item.

The screenshot shows the 'Editing Screen' for a syllabus. The 'Course Content Summary' section includes fields for course code, name, and credits. The 'Course Goals' section has a text area for describing the course's purpose and learning objectives. The interface also includes navigation buttons like 'Cancel', 'Save', and 'Print'.

The screenshot shows the 'Evaluation Criteria' section with a table for listing assessment items and their weights. Below it are sections for 'Textbooks' and 'Reference Books', each with fields for author, title, publisher, year, and ISBN, along with a 'Comments' field for general remarks.

Comments on the schedule

Indicate if there is a possibility of making changes to the course schedule.

Course schedule

Indicate planned theme and/or content for each class, based on number of classes to be held, according to the academic calendar. Be concise and clear.

Assignments

Indicate out-of-class learning expected of students for each of 15 classes, such as preparation and review, as specifically as possible.

Textbooks and Reference books

Be sure to clearly provide name of author, book title, publisher and year of publication. Provide comments regarding each textbook and reference book in the “Comments” field and general comments on several textbooks/reference books in the “General Comments on the Textbooks” and “General Comments on the Reference Books” fields respectively.

Reference URLs

When using websites during class, indicate URLs.

Remarks

Provide any additional remarks or information.

4. Syllabus Examples

School of Theology (Lecture type)

Course title: Reformation in Germany

Instructor: Mika Murakami

Course code	Course title	Credits	Semester	Campus	Type
03141	○Reformation in Germany	2	Spring	Imadegawa	Lecture

Course Content Summary

The Reformation has a particularly significant meaning in the history of Christianity. However, there has not necessarily been a clear and unanimous interpretation of the event. For the Protestant Church, the Reformation was an extremely meaningful event in the history of theology as “rediscovery of the Gospel,” whereas the Catholic Church regarded it negatively as the cause of “split of the church”. In order to overcome such interpretations based on the respective churches’ perspectives and approach to a more fundamental understanding, this course offers a perspective that views the Reformation in a relative sense in the historical context. Specifically, it reveals how the Reformation, which began with Luther’s “95 Theses,” developed into a major movement of church reformation helped by various factors within and outside of the church at the time; we examine the process of how the Reformation began and developed in relation to the status of the church, politics, economy, society and thought of the time, as well as how Luther’s theology developed through arguments with people around him. Through these considerations, students will gain basic knowledge on the formation of the Protestant Church and its theology and learn that it was determined in the historical context.

Course goals

- [1] Students will understand the history of central Europe from Late Middle Ages to the Reformation from various aspects including politics, economy, society and the church.
 [2] Students will learn to examine the formation and development of the Reformation from the historical perspective.

Course schedule

Week	Content	Assignments
1	Explanation of course content summary	Review of lecture content based on notes and distributed materials
2	<History before the Reformation> Europe in Late Middle Ages (1) Politics and economy	Review of lecture content based on notes and distributed materials
3	Europe in Late Middle Ages (2) Society	Review of lecture content based on notes and distributed materials
4	Europe in Late Middle Ages (3) Humanism	Review of lecture content based on notes and distributed materials
5	Europe in Late Middle Ages (4) Church of Rome, Pietist movement in and outside of the church	Review of lecture content based on notes and distributed materials
6	Europe in Late Middle Ages (5) Theology	Review of lecture content based on notes and distributed materials
7	<Beginning and development of the Reformation> Luther: course of religion	Review of lecture content based on notes and distributed materials
8	Luther: formation of theology	Review of lecture content based on notes and distributed materials

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9	“95 Theses” and indulgence controversy	Review of lecture content based on notes and distributed materials
10	Response of the Church of Rome and the development of theological argument	Review of lecture content based on notes and distributed materials
11	Reaction of society and the expansion of Reformation movement (1) supporters of Luther	Review of lecture content based on notes and distributed materials
12	Reaction of society and the expansion of Reformation movement (2) the process of the expansion of the movement	Review of lecture content based on notes and distributed materials
13	Theological argument within the Reformation movement (1) Law and Gospel, Eucharistic theology	Review of lecture content based on notes and distributed materials and paper preparation
14	Theological argument within the Reformation movement (2) On Free Will and On the Bondage of the Will	Review of lecture content based on notes and distributed materials and paper preparation
15	Wrap-up	Review of lecture content based on notes and distributed materials and paper preparation
Comments on the schedule		
Evaluation Criteria		
Class performance (attendance and participation in discussions)	30%	Attendance rate and participation in discussions in class will be evaluated.
Final paper examination	70%	Whether the student has considered the problem in the historical context and expressed it in his/her own words will be evaluated.
Textbooks		
Distributed in class as needed.		
Reference books		
A. E. McGrath (translated by Shun-ichi Takayanagi) “宗教改革の思想” (Reformation Thought) First edition (Kyobunkan, 2000)		
Haruo Kaneko, Saiki Eguchi “ルターを学ぶ人のために” (Luther wo Manabu Hito no Tameni) First edition (Sekai Shiso-sha, 2008)		
Reference URLs		
Remarks		

Faculty of Policy Studies (Seminar type)

Course title: Seminar I - 14 (International Finance and Development)

Instructor: Shoko Negishi

Course code	Course title	Credits	Semester	Campus	Type
70101-014	△Seminar I – International Finance and Development	2	Fall	Imadegawa	Seminar

Course Content Summary

This course examines diverse world problems on economy, finance and development aid from various perspectives. Students acquire basic knowledge on international finance through reading relevant literature in turns and learn the basics of information processing using Excel etc. After that, debate sessions on familiar topics in economy and finance will be held as an opportunity for students to link the knowledge acquired to actual problems. Together with off-campus activities, this course is expected to serve as the starting point for students learning international finance.

Course goals

This course aims to equip students with basic knowledge required to participate in Seminar II-14, which will involve discussions based on video material on world economy and finance and presentations based on literature written in English.

Course schedule

Week	Content	Assignments
1	Introduction	Individual preparation for presentation
2	Information processing practice	Preparation for group presentation and individual preparation
3	Summarizing the text and discussion (1)	Preparation for group presentation and individual preparation, write a review paper
4	Summarizing the text and discussion (2)	Preparation for group presentation and individual preparation, write a review paper
5	Summarizing the text and discussion (3)	Preparation for group presentation and individual preparation, write a review paper
6	Summarizing the text and discussion (4)	Preparation for group presentation and individual preparation, write a review paper
7	Summarizing the text and discussion (5)	Preparation for group presentation and individual preparation, write a review paper
8	Summarizing the text and discussion (6)	Preparation for group presentation and individual preparation, write a review paper
9	Summarizing the text and discussion (7)	Preparation for group presentation and individual preparation, write a review paper
10	Summarizing the text and discussion (8)	Preparation for group presentation and individual preparation, write a review paper
11	Summarizing the text and discussion (9)	Preparation for group presentation and individual preparation, write a review paper
12	Summarizing the text and discussion (10)	Write a review paper
13	Information processing practice	Write an information processing assignment, debate preparation

14	Debate (1)	Debate preparation, write a paper	
15	Debate (2)	Write a paper	
Comments on the schedule			
To prepare for group-based text reading and presentation, it is desirable that each student reads several pieces of literature on their assigned field to deepen their understanding. The course schedule is subject to change depending on student demands or progress.			
Evaluation Criteria			
Class performance (attendance, class participation, presentation, results of group activities etc.)		40%	Attendance, Q & A, participation in discussions
Presentation in class etc.		40%	Presentation of the assigned part, debate etc.
Submitted material		20%	Papers etc.
Textbooks			
Tadao Hata “国際金融のしくみ” (Kokusai Kin'yu no Shikumi) 4 th edition (Yuhikaku Alma, 2012)			
Reference books			
Reference URLs			
Remarks			
Skills that students are advised to acquire prior to taking this seminar: reading comprehension (Japanese), composition (Japanese), presentation skill (Japanese), research skill In addition to basic reading and composition skills, the ability to have own consciousness of problems through newspaper and news is also desirable.			

Department of Information Systems Design, Faculty of Science and Engineering (Lecture type)

Course title: Digital Circuits

Instructor: Takao Tsuchiya

Course code	Course title	Credits	Semester	Campus	Type
G1002	△Digital Circuits	2	Fall	Kyotanabe	Lecture

Course Content Summary

IT technology cannot exist without hardware like computers. Also, development of advanced software requires knowledge in hardware as well. This course deals with logic circuits, which is essential in understanding hardware. It also covers the basics of hardware description language for designing hardware like software.

Course goals

- (1) Students will understand the basics of logic circuit.
- (2) Students will understand the basics of combinational circuit and sequential circuit.
- (3) Students will be able to design simple logic circuits.
- (4) Students will master the method for designing logic circuit using hardware description language.

Course schedule

Week	Content	Assignments
1	Guidance, digital and analog, binary numbers	Preparation and review
2	Basic logic circuit	Preparation and review
3	Venn diagram, Boolean algebra	Preparation and review
4	Combinational circuit, Karnaugh map	Preparation and review
5	Major combinational circuits	Preparation and review
6	Arithmetic operation circuit	Preparation and review
7	Digital IC	Preparation and review
8	Mid-term evaluation	Preparation and review
9	Pulse circuit, flip-flop 1	Preparation and review
10	Flip-flop 2	Preparation and review
11	Counter	Preparation and review
12	Designing a counter	Preparation and review
13	Memory, A/D and D/A, FPGA, HDL	Preparation and review
14	VHDL	Preparation and review
15	Wrap-up	Preparation and review

Comments on the schedule		
The course schedule is subject to change depending on the level of understanding of the students.		
Evaluation Criteria		
Class performance (class participation, presentation, results of group activities, etc.)	10%	Practices and papers may be assigned to enhance understanding of the lecture content.
Mid-term evaluation	45%	Evaluation of understanding of the basics of logic circuit
Final written examination	45%	Overall evaluation concerning logic circuit design
Textbooks		
Ken Kasuga “よくわかるデジタル回路” (Yoku Wakaru Digital Kairo) (Denki Shoin, 2012)		
Reference books		
Reference URLs		
Remarks		

Faculty of Health and Sports Science (Lecture type)

Course title: Coaching

Instructor: Keita Matsukura

Course code	Course title	Credits	Semester	Campus	Type
F2035	○Coaching	2	Spring	Kyotanabe	Lecture
Course Content Summary					
<p>This course familiarizes students with the necessary mindset and methods in sport instruction and coaching in order to pursue the purpose of coaching, “to guide the athlete to become who he/she wants to be.”</p> <p>Students will learn to develop and organize their own opinion on a variety of characteristics of sports, trainees and management activities through case studies and group discussions.</p>					
Course goals					
<ol style="list-style-type: none"> 1. Students will understand, through active participation in class, the philosophy needed in coaching, as well as necessary elements in each aspect of coaching: analysis, planning and execution. 2. Students will be able to self-coach their own sport activities and improve their performance. 					
Course schedule					
Week	Content	Assignments			
1	Guidance: the concept of coaching	Preparation (reflect on your own experience in sport in relation to the theme discussed in class), review			
2	The ideal instructor: qualities required in a coach/instructor, coaching philosophy	Preparation (reflect on your own experience in sport in relation to the theme discussed in class), review			
3	Necessary elements for fostering athletes: system, environment, long-term vision	Preparation (reflect on your own experience in sport in relation to the theme discussed in class), review			
4	Coaching style: what type of coach you wish to become, coaching tailored to individual athletes	Preparation (reflect on your own experience in sport in relation to the theme discussed in class), review			
5	Coaching psychology: motivating athletes, mental support	Preparation (reflect on your own experience in sport in relation to the theme discussed in class), review			
6	Communication skills: effective ways to express and listen	Preparation (reflect on your own experience in sport in relation to the theme discussed in class), review			
7	Training 1: the concept of training, how to evaluate the present performance	Preparation (reflect on your own experience in sport in relation to the theme discussed in class), review			
8	Training 2: planning a training schedule, when and what kind of training to conduct	Preparation (reflect on your own experience in sport in relation to the theme discussed in class), review			

9	Coaching method in training 1: acquisition of technical elements (how to acquire techniques, relation with physical and tactical elements)	Preparation (reflect on your own experience in sport in relation to the theme discussed in class), review
10	Coaching method in training 2: acquisition of tactical elements (what is a tactic, how to lead the trainee to understand it)	Preparation (reflect on your own experience in sport in relation to the theme discussed in class), review
11	Coaching method in training 3: acquisition of physical elements (physical elements required for individual types of sport, how to motivate the trainee)	Preparation (reflect on your own experience in sport in relation to the theme discussed in class), review
12	Risk management in coaching: types of risk in a coaching environment, necessary medical knowledge	Preparation (reflect on your own experience in sport in relation to the theme discussed in class), review
13	Team management: philosophy in a team, developing a team (necessary roles and their respective duties)	Preparation (reflect on your own experience in sport in relation to the theme discussed in class), review
14	Conclusion	Review
15	In-class evaluation	

Comments on the schedule

The course schedule is subject to change depending on the number of students or other factors.

Evaluation Criteria

Class performance (attendance, class participation, results of group activities etc.)	30%	Attendance rate and group activities are evaluated.
Papers	40%	Relevance and originality are evaluated.
In-class evaluation	30%	Relevance and originality are evaluated.

Textbooks

No specific textbooks are assigned.

Reference books

Rainer Martens, translated by Toshio Omori and Shigeru Yamada “スポーツ・コーチング学-指導理念からフィジカルトレーニングまで-” (Successful Coaching) (Nishimura Shoten, 2013)
 Japan Sports Association “公認スポーツ指導者養成テキスト共通科目Ⅰ・Ⅱ・Ⅲ” (Kounin Sports Shidousha Yousei Text Kyotsu Kamoku I-II-III)

Reference URLs

Remarks

Faculty of Global Communications (Foreign language)

Course title: Communicative English 2 (Intermediate)

Instructor: Yoshiyuki Nakata

Course code	Course title	Credits	Semester	Campus	Type
95014-532	Communicative English 2 (Intermediate)	1	Fall	Imadegawa	Lecture

Course Content Summary

The objectives of this class are for students to become able to listen to and grasp the rough meaning of spoken material on a topic familiar to them and to learn to express their opinions using vocabulary and phrases learned in class. By listening to BBC news, students learn an effective listening strategy and cultivate the ability to express their opinions in English using vocabulary and phrases learned. Using materials that appeared on BBC news, students are expected to 1) understand the text content, 2) practice reading aloud and pronunciation with the listener in mind, 3) practice self-expression with the listener in mind (by shadowing etc.), and 4) develop a network of vocabulary and phrases. Specifically, students are required to 1) prepare for listening assignment, 2) organize vocabulary and phrases on a notebook, and 3) prepare an essay (submit via the electronic message board) and give an oral presentation on it. Through these activities, students become aware of and analyze the level of understanding of the listener in communication and their own English ability.

Course goals

Students are expected to reach the B1 level (in listening and expression) of the Common European Framework of Reference for Languages (CEFR). Specifically;

- to understand the main point of a conversation on a familiar topic spoken in a clear and standard manner.
- to be able to speak about the student's own experience, dream, wish and goal, making sentences in a simple way.

Course schedule

Week	Content	Assignments
1	Introduction: Unit 1 Puppies at the Tower of London	Preparation for Unit 1
2	Unit 1 Puppies at the Tower of London presentations	Preparation for Unit 2
3	Unit 2 Cosplay in London presentations	Preparation for Unit 3
4	Unit 3 Shakespeare in London's East End presentations	Preparation for Unit 4
5	Unit 4 Who Owns Banksy's Street Art presentations	Preparation for the quiz and read-aloud assignment
6	Quiz 1, read-aloud reflection	Preparation for Unit 5
7	Unit 5 A Crip under the Skin presentations	Preparation for Unit 6
8	Unit 6 Houses Built from Straw presentations	Preparation for Unit 7
9	Unit 7 Paternity Leave presentations	Preparation for Unit 8
10	Unit 8 Young Voters presentations	Preparation for Unit 9
11	Unit 9 Teaching Digital skills presentations	Preparation for Unit 11
12	Unit 11 Scotland's Future presentations	Preparation for the quiz
13	Quiz 2	Group presentation

14	Quiz 3 (oral presentation)	Reflection of the presentation, preparation for the quiz
15	Quiz 3 (oral presentation), wrap-up and review	Wrap-up
Comments on the schedule		
To realize smooth progression of material in accordance with the course schedule above, be sure to prepare the material for the day. When preparing for a listening assignment, take notes of how many times you listened to the material until you reached an answer, the reason for reaching the answer and any important keywords. With regard to the essay, you may take either side of the argument, but be sure to discuss from a multifaceted perspective. Organize vocabulary, phrases, sentences and essay on a notebook. Students must not be late for or absent from class, nor talk during class.		
Evaluation Criteria		
Class performance (attendance, class participation, results of group activities etc.)	15%	Proactive learning attitude will be highly rated.
Quizzes	45%	Quizzes will be given three times during the semester (15+15+15)
Submitted material	10%	Essay, read aloud analysis
CASEC	30%	Conducted during the examination period.
Comments on the Evaluation Criteria		
The above evaluation items will be comprehensively considered in calculating the final grade. Students who fail to attend two-third or more of total class days will not be eligible to take the final examination. Taking the mid-term and final examinations is compulsory. Other details will be explained on the first day of class.		
Textbooks		
Timothy Knowles, Daniel Brooks, Yukiko Takeoka, Mayumi Tamura, Rima Uruguchi, <i>Seeing the World through the News</i> (Kinseido, 2016) 92 pages, ISBN: 978-4-7647-4015-0		
Reference books		
Reference URLs		
Eijiro (language study website) http://www.alc.co.jp		
Remarks		

TOPIC

About Preparing the syllabus

Syllabus content guidelines

The syllabus content should facilitate independent subject selection and studies by the student, therefore should adhere to the following guidelines.

- [1] "Course content summary," "Course goals," "Course schedule," "Assignments," "Evaluation criteria" and "Comments on evaluation" are mandatory information in the syllabus. The evaluation items of the "Evaluation criteria," to be included in the syllabus format, will be decided by the faculty/school/graduate school/Center FD Committee.
- "Course content summary" shall briefly and plainly provide the overall content, aims and keywords of the subject, as well as how the classes will be taught.
 - "Course goals" shall provide specific goals in terms of knowledge, skills and attitude, written with the students as the subject, such as "By the end of the course, students will be able to..."
 - "Course schedule" shall provide, as specifically as possible, the planned content of each class throughout the course, the classes being of the total number standard for a normal academic year. If evaluation is given during class, it should be indicated as "mid-term evaluation" or "in-class evaluation" to distinguish from regular examinations.
 - "Assignments" shall provide, as specifically as possible, studies required outside of class, including class preparation and reviews.
 - "Evaluation criteria" shall clearly provide the actual percentage of weight for each evaluation item; several evaluation items must be used.
 - "Comments on evaluation" shall provide, as specifically as possible, what points will result in higher evaluation for each item of evaluation.
- [2] Be sure to always list all "Textbooks" and "Reference books" to be used for the class. When listing, always clearly indicate the publisher and year of publication.
- [3] When using websites etc., in the course, always list the website URLs under "Reference URLs."
- [4] Regarding subjects of a nature for which it is difficult to follow the above guidelines, appropriate syllabus content will be determined by the faculty/school/graduate school/center FD committee.

Checking the syllabus content

The syllabus draft will be checked by each faculty/school/graduate school/center, and if the content obviously lacks what is required by the guidelines, the faculty/school/graduate school/Center FD Committee will send to the faculty, in writing or other suitable format, a request for revision. In relation to the "Comprehensive Support Program for Private University Reform" implemented since AY 2013, there is a question about the third person review of syllabus content in the "2015 Comprehensive Support Program for Private University Reform Survey Sheet."

[For reference] 2015 Comprehensive Support Program for Private University Reform Survey Sheet (excerpt)

Type 1 "Improvement of university education based on the founding spirit"

(2) Establishment of PDCA cycle concerning the improvement of quality of education

[6] Does your university require all faculty members to clearly indicate the amount of time required for preparatory study (preparation and review) or specific study content required in place of such time in the syllabus according to the syllabus preparation guidelines? [key question]	
1 Implemented by all faculties and graduate schools and in all years.	10 points
2 Implemented by several faculties and/or graduate schools or in some years.	5 points
3 Not implemented.	0 point
[7] Does your university require all faculty members to clearly indicate the course goals in the syllabus according to the syllabus preparation guidelines?	
1 Implemented by all faculties and graduate schools and in all years.	4 points
2 Implemented by several faculties and/or graduate schools or in some years.	2 points
3 Not implemented.	0 point
[8] Is appropriateness of the syllabus content checked by a third person other than the faculty teaching the subject?	
1 Implemented by all faculties and graduate schools and in all years.	5 points
2 Implemented by several faculties and/or graduate schools or in some years.	3 points
3 Not implemented.	0 point

Changing the syllabus content after classes begin

In general, syllabus content may not be changed after classes begin. If changes are absolutely necessary, make such changes in an appropriate manner, in accordance with the rules listed below.

- [1] "Course content summary," "Course goals" and "Evaluation criteria" may not be changed.
- [2] For "Course schedule," "Textbooks," "Reference books" and "Reference URLs," small changes may be made after class begins if the faculty determines that such changes are necessary for better education, and only after consulting with the registered students.
- When the "Course schedule" is changed, the changes must be informed to the registered students by distributing the printed syllabus in class or by revision using the online syllabus submission system.
 - If changes in the "Course schedule" etc. are expected at the time of syllabus submission due to the nature of the subject, so state in the comment field of the "Course schedule."