

Course Syllabus Checklist

Course Details

- Course name, number, & term
- When and where class meets
- Instructor's name, office location, email address, office hours
- Lab or discussion sections, time and place
- Preceptor's and Teaching Assistant's name, office location, email address, office hours

Course Overview

- Course Description
- Learning outcomes – What will students be able to demonstrate, represent or produce?
- Teaching approaches/Activities - How are these connected to learning outcomes?
- Connections - How does course within program of study?
- How do course outcomes support program goals and general education goals?

Course Requirements

- Course prerequisites
- Textbooks, including ISBN number, and other required materials
- Directions for receiving assistance and accommodations for disabilities
- Detailed description of how grades are calculated
- Student assessment plans (tests, quizzes, homework, papers, participation etc.)
- Grading policies: Will rubrics guide assignment development and assessment?
- Class management policies: What rules must students follow? (attendance, make up policies, academic honesty, use of electronics, learning management system, clickers, etc.)
- Course conduct: What are expectations for student behavior? (mutual respect, parameters for discussion, sexual misconduct reporting, etc.)
- Course calendar

Other Information

- Statements of inclusion, social justice, and non-harassment policies
- Resources available to assist students (study guides, campus centers and resources)
- Provisions for timely feedback
- Recommended readings
- Opportunities for students to provide feedback about their learning experience

Overall considerations

- Are assignments connected to learning goals and teaching methods?
- How detailed and explicit is your syllabus? Is there room for flexibility?
- Is the language inclusive and encouraging? Does it relay the instructor's goals for student learning?

Adapted from

Altman & Cashin (1992) Writing a syllabus, IDEA Paper no. 27. Kansas State University

Bauer, Gabriele (2008) Components of a Learning-Centered Syllabus. CTE, University of Delaware

Grunert O'Brien, J. Millis, B., & Cohen, M. (2008) The Course Syllabus. A Learning-centered approach. San Francisco: Jossey Bass.