

Checklist – Syllabus

The following checklist is intended to help guide you in the development of your course as it relates to the syllabus. It contains items that have been identified as being important to include both in the syllabus itself as well as throughout the course itself. A [syllabus template](#) has also been developed in conjunction with this checklist and you may use this template as you see fit. Both the checklist below as well as the template also contain additional and suggested guidelines for not only developing each part of the syllabus but also the course itself. However, you may decide to create your own syllabus and/or checklist. If so, you may use this checklist and its associated template as a guide to help ensure that you are not missing any of important elements. Finally, your specific course may not need every item that is listed below or contained in the syllabus template.

INTRODUCTORY INFORMATION:

- ☐ Institutional Name: (e.g., College Of Saint Mary)
- ☐ Course Title (e.g., Introduction to Sociology)
- ☐ Course Dept. and Number, Section Number (e.g., SOC 101, D1)
- ☐ Course Syllabus
- ☐ Semester: (e.g., Spring 2011)
- ☐ Class Meeting Information
 - ☐ Indicate the cycle of your class week
 - ☐ List any specific expectations for hybrid and synchronous activities
- ☐ Instructor Information
 - ☐ Name
 - ☐ Office Location
 - ☐ Office Hours
 - ☐ Office Phone
 - ☐ E-Mail
 - ☐ Link to LMS Intro Page (click here for a more detailed [Instructor Introduction](#) checklist)

- ☐ Brief (2-3 Sentences) Teaching and Learning Philosophy Statement (see the [Teaching & Learning Theories](#) checklist for support with this)

GENERAL COURSE INFORMATION:

☐ Course Description & Goals

- ☐ Academic Catalog description
- ☐ Discuss link(s) to CSM [Mission](#) and [Student Learning Outcomes](#)

☐ Prerequisites

- ☐ Required course prerequisites
- ☐ Required/Recommended skills and knowledge (see the [Contextual Analyses & Instructional Design](#) checklist for support with these considerations)

☐ Course Objectives

- ☐ They should be as specific as possible to enable students to clearly understand what will be expected.
- ☐ They should state how they align with one or more of the following: CSM Mission, CSM Student Learning Outcomes, and the goals of the program that the course is a part of.
- ☐ Additional Suggested Guidelines for Development: (for more detailed guidelines, see the [Objectives](#) checklist)
 - ☐ *They should be measurable via the assessments selected for the course.*
 - ☐ *Objectives should be achievable via course modules, lessons, and activities.*
 - ☐ *Objectives should be achievable via instructional materials and technologies.*
 - ☐ *Objectives should be appropriate for each learner's abilities, diversities and background as well as in line with the instructor's competencies.*
 - ☐ *Objectives should be congruent with the teaching and learning theories that are being used for course design.*

☐ Course Materials & Technologies

- ☐ List ALL of the instructional materials and technologies that will be used or referenced as part of the course.
- ☐ Note which items are required and which ones are recommended, supplemental, or optional.

- ☐ Note the estimated costs for all required materials and technologies that students will need to purchase. Low or no cost technologies are used wherever possible.
- ☐ Wherever possible, provide hyperlinks to these materials if they are web or LMS-based resources.
- ☐ All materials and technologies should be appropriately cited and required permissions for their use in the class obtained.
- ☐ Additional Suggested Guidelines for Development: (for more detailed guidelines, see the [Content, Tools, & Technologies](#) checklist)
 - ☐ *Materials and technologies directly support the pursuit of objectives and materials and technologies that are not directly related to the objectives are minimized.*
 - ☐ *A variety of materials and technologies is utilized and they are able to be directly and adequately engaged via the chosen course pedagogies, strategies, and activities.*
 - ☐ *Engagement with the selected materials and technologies is able to be evaluated via the chosen assessment systems.*
 - ☐ *Materials and technologies are up to date with the current trends and knowledge in the discipline and are compliant with appropriate policies and formats (e.g., ADA, etc.).*
 - ☐ *Materials and technologies are congruent with the teaching and learning theories that are being used for course design (e.g., the materials and technologies are able to be engaged in ways that lead to the kinds of deeper learning that is depicted by these theories).*
 - ☐ *Materials and technologies are appropriate for the instructor's as well as each learner's abilities, diversities, and background and are locally available for use in the course.*
 - ☐ *No more than 2-3 new technologies are introduced to learners to use in the course unless specified otherwise by the objectives (such as for a survey class on discipline-specific technologies).*
- ☐ Student Evaluation and Grading
 - ☐ List the general categories of graded activities and assessments that will be the basis for student grades in the course (e.g., Class participation, discussion boards, quizzes and exams, final paper, etc.). Click here to see guidelines for choosing [course pedagogies, strategies, and activities](#).
 - ☐ Explain what will generally be expected of students for each of these categories.
 - ☐ Discuss and/or provide links to sample or general evaluation criteria (e.g., rubrics, checklists, etc.) for each of these categories.

- ☐ The weighting of each category in relation to the overall course grade (in points or percentages) is provided.
- ☐ Additional Suggested Guidelines for Development: (for more detailed guidelines, see the [Assessments](#) checklist)
 - ☐ *Assessments directly evaluate the objectives and feedback should help the learner to know how they can continue to improve (i.e., their primary purpose and use should be to support and facilitate learning and development rather than to merely point out mistakes and errors).*
 - ☐ *Multiple and varied types of assessments (formal and informal) are provided to measure.*
 - ☐ *Pre- and post-assessments, as well as anonymous feedback from learners, are used to assess the course design and delivery.*
 - ☐ *Pre-developed and validated assessments are utilized and assessments mimic real-world applications.*
 - ☐ *Assessments utilize course materials, technologies, and activities.*
 - ☐ *Self-check, self-assessments, and peer-assessments help learners gauge their own progress.*
 - ☐ *Assessments are appropriate for the instructor's as well as each learner's abilities, diversities, and backgrounds and are able to be adequately implemented in the local context.*
- ☐ Course Grading Scale
 - ☐ List the grading scale that will be used in the class. This is particularly important at CSM because different programs utilize different grading scales.

COURSE SCHEDULE:

- ☐ Provide a detailed schedule for the entire course.
- ☐ The following are suggested guidelines for developing this calendar that you might consider (for more detailed guidelines on developing modules/units, see the [Module/Unit Elements](#) checklist, and click here to learn more about general [course organization guidelines](#)). You might also consider providing students with a sheet so that they can track their progress throughout the class (click here for a sample [Student Progress Tracking Sheet](#)).
 - ☐ *List the dates for each session/module of the course.*
 - ☐ *If it is a hybrid course, then the online and face-to-face components should be clearly delineated for learners.*
 - ☐ *List the main topics that will be covered by each module, unit, and/or session.*

- ☐ *Include lists of all required assignments that will need to be completed for each session, module, and/or unit.*
- ☐ *Include due dates for all required assignments and assessments.*
- ☐ *Include estimated number of hours to complete each course element.*
- ☐ *Provide a statement that explains to students what they can expect in terms of your response times to their assignment submissions, emails, grading, etc.*

COURSE POLICIES & EXPECTATIONS:

☐ CSM's Declaration of Open Discourse

- ☐ This [statement](#) is included in the syllabus either directly or via a link that is provided.

☐ Privacy & Confidentiality Statements

- ☐ A statement is included that clearly indicates course expectations in terms of both privacy as well as confidentiality.
- ☐ The following statements and/or links should be provided:
 - ☐ *CSM Notices and Disclosure's Website*
 - ☐ *CSM Privacy & Terms of Use Website*
 - ☐ *General Statement of Confidentiality Expectations*
 - ☐ *Course-Specific Confidentiality Expectations (if applicable)*
 - ☐ *Blackboard Privacy Statement*
 - ☐ *Tegrity's Privacy Policy*
 - ☐ *Course-Specific Technology Privacy Statements*

☐ Course "Decorum"

- ☐ A statement of behavioral and relational expectations is included.
- ☐ This statement is in-line with the expectations set forth by the corresponding division and/or program that they course is related to.

☐ Attendance & Participation Policies

- ☐ Attendance policy for the course should be clearly stated.
- ☐ Include statements regarding participation expectations for the course.

☐ Writing Policy

- ☐ Specific policies related to the citations and format of all submitted written text are clearly stated.
- ☐ Plagiarism & CSM's Policy for Academic Dishonesty
 - ☐ A clear statement related to academic dishonesty and plagiarism is included. The
- ☐ Submission Times Policy
 - ☐ Clearly state what your expectations are in terms of when assignments must be submitted by.
- ☐ Late Work Policy
 - ☐ Provide a statement that explains to students what they can expect in terms of your response times to their assignment submissions, emails, grading, etc.
- ☐ Instructor Feedback/Response & Posting of Grades Policies
 - ☐ Provide a statement that clearly describes to student what the expectations are for late work.
- ☐ Computers, Cell Phones, and Other Technology Use in the Course
 - ☐ General guidelines related to the use of technologies in face-to-face and online course sessions are clearly stated.

ACADEMIC SUPPORT RESOURCES:

- ☐ Tutoring & SmartThinking Support
- ☐ Library
- ☐ ADA Services
- ☐ Online Learner Readiness Assessments & Support (if applicable)
- ☐ Technical Support Services, include at least the following information:
 - ☐ Hours of Operation
 - ☐ Location
 - ☐ Phone Information
 - ☐ Email Address
 - ☐ Afterhours Instructions & Response Time

STUDENT SUPPORT SERVICES:

- ☐ Health & Wellness Programs
- ☐ Career Services
- ☐ Financial Aid Support
- ☐ Student Life, Organizations, & Campus Ministry

ACCEPTANCE OF THE TERMS OF THE SYLLABUS:

- ☐ Include a statement that indicates that students accept the terms and conditions of the syllabus and agree to abide by its contents.

For more information and to see the references used to develop this template, click here to view the [Course Design & Development Guidelines](#).