My Syllabus Checklist

Course:

Presence of Essential Items

____ Course Number and Title, semester and year offered
____ Instructor Name(s)
____ Contact Information (Office number, office telephone number, e-mail address, and/or Web address for course materials.
____ Office hours
____ List of required texts, recommended texts, and readings
____ Course Description from catalog (include names of any pre-requisite or co-requisite courses)
____ Course Student Learning Outcomes (SLOs) identified
____ SLOs are written in active language and describe student behaviors or student work that could be directly measured.

Complete: all SLOs are measureable or only one SLO is written in language that is not measureable
Partially complete: 2 or more SLOs are written in language that is not clearly measureable
Not present: no SLOs are identified on syllabus

____ Course SLOs are aligned with program SLOs. (Not all course SLOs must map onto program SLOs.)

Mark as present if one or more specific course SLOs align with one or more program SLOs. Consider General Studies a program.

____ Topics covered in the course
____ Exams and Grading

Description of how the instructor will evaluate student work in the course (exams & grading policy): Describe the exams and assignments that will be required. Describe how these will be evaluated and weighted to compute a final grade in the course.

____ Attendance policy
____ Statement of university policy on academic conduct / plagiarism policy
____ Statement about assistance for students with special needs (ADA statement)
____ Emergency planning information for course continuity
____ Expectations for classroom decorum/behavior/civility
____ Calendar of important events (schedule of required readings, assignment due dates, exam dates, etc.)

Dates can be identified as tentative dates and/or subject to change to provide flexibility for adjustments needed to accommodate instructional needs.

Presence of Best Practice Items

NOTE: Keep in mind that some best practice elements are appropriate for only some types of courses. Use your own good judgment as to whether your course is learner-centered.

____ Class meeting time and location
____ ISBN number for each textbook
____ Instructor goals for the course and description of the role of the course in the program
____ Introduction of instructor/description of professional background
Description of software or technology skills required or description of study strategies that will help students succeed in the course

Strategies for success in the course; sources for assistance available to all students (Writing Center, tutoring)

Instructor-established policies for the course.

Policies for acceptance of late work; permission to make up a missed exam; procedures to request extensions of deadlines or arrangement for alternate exam dates when conflicts arise with official university functions.

Embedded assessment for program-level assessment.

Syllabus describes an assignment related to one or more course SLOs that aligns with program-level SLOs and student work on this assignment could be evaluated and used as an embedded assessment for the program.

Calendar includes reminders of key university deadlines, for example, last date to withdraw with a W). Calendar allows time for feedback on graded work before these deadlines.

Descriptions of specific projects.

Any reference to a specific assignment or project beyond the weight it receives in the final grade. May include reference to additional information provided in a separate document.

Grading rubrics for assignments are provided in the syllabus (grading key or formal rubric are OK)

Reference to use of a rubric for grading an assignment

Evidence for instructional strategies that promote active learning

For example…

Evidence for instructional strategies that promote student engagement

For example…

Tone of syllabus furthers rapport and respect between instructor and students

For example…

Syllabus is professional looking (attractive, formatted well, spelling and grammar correct, dates are accurate)

Checklist is adapted from The Syllabus Review Rubric by Claudia Stanny, Director of the Center for University Teaching, Learning, and Assessment at University, and Peer Review of Teaching by Nancy Van Note Chism. CELT used the checklist in its VCAP study of program effectiveness in 2012.