**Syllabus Checklist**

For more information, see: www.cmu.edu/teaching/designteach/syllabus/checklist

**The Faculty Senate recommends you include:**

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| --- | --- |
| ☐ | Contact information for the instructor(s) and TA(s), including email, office hours/location, etc. |
| ☐ | * Course description that explains the course’s scope and purpose, format (e.g., lecture, recitation, lab, studio), relevance to students’ academic/professional goals, and major deliverables (e.g., project, presentation, paper, exhibit)
 |
| ☐ | Statement of assumed/required prior knowledge |
| ☐ | List of learning resources and whether they are required or supplementary (e.g., textbooks, software, etc.) |
| ☐ | Course-level learning objectives that articulate what students should be able to do by the end of the course |
| ☐ | Description of major assessments and how they contribute to the final grade |
| ☐ | Statements and policies that clearly communicate your expectations regarding * Attendance
* Academic integrity, including collaboration and plagiarism
* Late/make-up work
* Accommodations for student with disabilities
 |
| ☐ | Statement encouraging student wellness |
| ☐ | Expected semester schedule  |
|  |  |

**The Eberly Center recommends you also include:**

|  |  |
| --- | --- |
| ☐ | Grading scale that lists the percentage credit or number of points corresponding to each letter grade |
| ☐ | Statements and policies that clearly communicate your expectations regarding* Participation
* Re-grading
* Use of mobile devices
* Student recording of class
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| ☐ | Study Tips that could help increase students’ success in your course  |
| ☐ | Relevant campus resources (e.g., GCC, Academic Development, etc.) that could provide supplementary assistance to students |