# Checklist for a High-Quality Syllabus

## General Course Information

* Course number and title
* Semester and year
* Class meeting days, time, and location

## Instructor Information

* Instructor name and preferred title
* Teaching assistant and / or learning assistant information, if applicable
* Contact information and preferred method of contact
* Instructor response time
* Office location (physical or virtual)
* Office Hours or Student Hours

## Course Description

* Course catalog description
* Prerequisites and a description of programmatic alignment
* Course learning objectives: clear, measurable, and student-centered ([Bloom’s Alignment Table)](https://www.bgsu.edu/content/dam/BGSU/center-for-faculty-excellence/docs/Syllabi-Resources/Blooms-Alignment-Table-Revised.pdf)
* Method of course delivery (in-person, hybrid, remote, online)

## Instructional and Technology Information

* Required textbooks, readings, and / or materials
	+ Differentiate between required and optional materials
	+ Research and writings from authors of diverse backgrounds and offering multiple perspectives
	+ Access to [Open Educational Resources](https://www.bgsu.edu/content/dam/BGSU/center-for-faculty-excellence/docs/Syllabi-Resources/Blooms-Alignment-Table-Revised.pdf)
	+ Required technologies, software, and /or programs
	+ Minimal student technical requirements or skills
		- Provide technical support information or required technologies and software

## Course Assignment and Assessments

* Assignments, projects, quizzes, and / or exams with brief descriptions of expectations and points assigned to each activity
	+ Provides students with multiple opportunities to track their learning progress with timely feedback (including self-assessment)
	+ Provides multiple ways for students to engage with the course content
	+ Provides multiple ways for students to express what they have learned
	+ Provides multiple forms of representation of course content (websites, audio, video, images, slides, text, etc.)
	+ Alignment to course learning outcomes and objectives is transparent and well-articulated for the student audience
	+ Assignments offer multiple options, flexibility, choice, various ways of developing and demonstrating knowledge
	+ Scaffolding of extensive assignments with options for review, feedback, and revision
* Grading scheme
	+ Fair and clear assessment criteria: rubrics, templates, checklists, and rationales for grading

## Course Policies and Procedures

* Attendance and / or course engagement policy
* Expectations for learning
* Academic Honesty Policy ([BGSU Official Policy](https://www.bgsu.edu/content/dam/BGSU/catalog/academic-honesty/official-policy.pdf)) ([Code of Academic Conduct](https://www.bgsu.edu/content/dam/BGSU/dean-of-students/Conduct/Academic-Code-of-Conduct-Chapter.pdf))
* Pronoun Policy ([BGSU Pronoun Policy](https://www.bgsu.edu/equity-diversity-and-inclusion/gender-pronouns.html#:~:text=In%20meetings%2C%20ask%20everyone%20to,pronouns%20in%20your%20email%20signature))
* Expectations for an inclusive classroom
* Netiquette Statement a.k.a. ‘Network etiquette’
* Late work / make-up policy
* Copyright / fair-use policy

## Student Support Resources

* [BGSU Accessibility Services](https://www.bgsu.edu/accessibility-services/students.html)
* [BGSU Counseling Center](https://www.bgsu.edu/counseling-center.html)
* [Learning Commons](https://www.bgsu.edu/learning-commons.html)
* [Library Resources](https://www.bgsu.edu/library.html)
* [Technology Support](https://www.bgsu.edu/its/contact.html/l)

## Course Outline and Schedule

* Topics and timeline
* Reading assignments
* Due dates (assignments, tests, exams)
* Final exam date and time (from university schedule)

## Additional Resources for a High-Quality Syllabus

* [Quality Matters Higher Education Rubric](https://www.qualitymatters.org/sites/default/files/PDFs/StandardsfromtheQMHigherEducationRubric.pdf)
* [Universal Design for Learning Syllabus](http://udloncampus.cast.org/page/planning_syllabus)