



Syllabus Checklist

A single asterisk denotes essential* content

A double asterisk denotes strongly suggested** content (i.e., if applicable)

<u>Category</u>	<u>Additional Details</u>
General Course Organization	
*Course number and title	
**Department offering course	This may be very important for courses with unique titles or cross-listed courses.
*Pre- or co-requisites	
*Indication if this class meets a GE requirement	
*Credit hours	
*Meeting time(s) and location	
*Instructor name	<input type="checkbox"/> You can include your title/degree/rank if desired. <input type="checkbox"/> You may also wish to let your students know if you have a preferred name/title (e.g., Dr. Smith, Professor Smith, Jane). <input type="checkbox"/> You can include your pronoun (e.g. she/her/hers, he/him/his, they/them/theirs)
*Instructor office number, location, and hours	<input type="checkbox"/> “Faculty members must maintain regular office hours during which they are available for consultation with students or otherwise assure their accessibility to students.” PPM 6-316. <input type="checkbox"/> Expectations regarding minimum office hours vary by department; there is no University of Utah standard. May be virtual/online or “by appointment.” <input type="checkbox"/> Ensure that students know how to best get in contact with you.
*Instructor contact information	<input type="checkbox"/> Phone number <input type="checkbox"/> Email address (should be a University of Utah email address)
**Communication Plan	<input type="checkbox"/> Clearly define the preferred communication methods and channels so that students and instructors can communicate.

Course Information	
*Course description (should match catalog description)	<input type="checkbox"/> The description should be from the course catalog; for courses that are special topics your department should approve the description.
*Content overview (research question, general information, basic structure)	<input type="checkbox"/> This section briefly explains the instructor’s goals, intentions, and hopes for this course.
*Course outcomes/objectives (action-oriented, measurable, appropriate knowledge level, linked to evaluation methods)	<input type="checkbox"/> Suggestions: Use a stem such as, “At the end of the course, the student will be able to...” <input type="checkbox"/> List with bullets (see the “ <u>active words</u> ” list for support in writing learning outcomes.) <input type="checkbox"/> Ensure these learning objectives map to course assessments, so you can measure student success in attaining these.
*Evaluation methods and criteria (e.g., exams, presentations, papers, performances, etc.)	<input type="checkbox"/> “Faculty members must, at the beginning of a course, give reasonable notice to students of ... what will be required of the students, and the criteria upon which their performance will be evaluated.” PPM 6-316. <input type="checkbox"/> Methods include exams, presentations, final papers, performances, etc. <input type="checkbox"/> Make your methods, percentages, and grading policy transparent. See guidelines on transparency in teaching on the CTLE website.
**Student feedback	<input type="checkbox"/> Instructors may want to include a note about how they incorporate student feedback into their course design from semester to semester and emphasize the value of student course feedback at the end of the semester (and mid-way if they use focus groups or mid-term evaluations through CTLE).
*Grade scale and/or points scale	
*Teaching and learning methods	<input type="checkbox"/> You are encouraged to share what teaching strategies will be utilized in the course (e.g., lecture, discussion, case study, problem-based learning, team-based learning, journal club, seminar, laboratory, etc.) and provide a clear rationale for using them. Using multiple methods of teaching enhances student learning.
**Teaching philosophy	<input type="checkbox"/> Brief statement of your teaching philosophy.
*Text, reading list (use citation to model disciplinary norms for scholarly citations and generally is on the first page of the syllabus)	<input type="checkbox"/> Include the course textbook or reading list (includes course materials). Take time to consider whether your course texts reflect diverse authors and perspectives. <input type="checkbox"/> Use the citation to show the students disciplinary norms for scholarly citations. <input type="checkbox"/> Helpful for review committees unfamiliar with your discipline. <input type="checkbox"/> If you use course materials other than the usual texts or articles, such as videotapes or supplemental packets, describe them and state where they are available.
*Other course materials	<input type="checkbox"/> You should indicate where additional course materials will be available (e.g., on Canvas, in handout form, etc.).
*Schedule of topics and reading/assignment due dates	

University and Course Policies	
*ADA statement	<p>This is a required statement that must be included in every course syllabus verbatim. The verbiage is as follows:</p> <p>The Americans with Disabilities Act. The University of Utah seeks to provide equal access to its programs, services, and activities for people with disabilities. If you will need accommodations in this class, reasonable prior notice needs to be given to the Center for Disability Services, 162 Olpin Union Building, (801) 581-5020. CDS will work with you and the instructor to make arrangements for accommodations. All written information in this course can be made available in an alternative format with prior notification to the Center for Disability Services.</p>
*Addressing Sexual Misconduct	<p>The Addressing Sexual Misconduct Statement is strongly suggested on every course syllabus. According to University policy, at minimum instructors must include the contact information of the Title IX Coordinator. The verbiage is as follows:</p> <p>Addressing Sexual Misconduct. Title IX makes it clear that violence and harassment based on sex and gender (which includes sexual orientation and gender identity/expression) is a civil rights offense subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories such as race, national origin, color, religion, age, status as a person with a disability, veteran's status or genetic information. If you or someone you know has been harassed or assaulted, you are encouraged to report it to the Title IX Coordinator in the Office of Equal Opportunity and Affirmative Action, 135 Park Building, 801-581-8365, or the Office of the Dean of Students, 270 Union Building, 801-581-7066. For support and confidential consultation, contact the Center for Student Wellness, SSB 328, 801-581-7776. To report to the police, contact the Department of Public Safety, 801-585-2677(COPS).</p>
**Campus Safety	<p>The University of Utah values the safety of all campus community members. To report suspicious activity, call campus police at 801-585-COPS (801-585-2677). You will receive important emergency alerts and safety messages regarding campus safety via text message. For more information regarding safety and to view available training resources, including helpful videos, visit safeu.utah.edu.</p>
*Academic code of conduct	<p>You may choose to include portions of the Student Code that are relevant to your course (e.g., Academic misconduct, freedom of expression, etc.).</p> <p>The Student Code for the University of Utah can be found at: http://regulations.utah.edu/academics/6-400.php</p>
**Student Names & Personal Pronouns	<p>This is a strongly recommended statement that when included will make students who go by another name as well as students who have a desired personal pronoun feel supported and welcomed in your class. For more resources please visit Personal Pronouns https://lgbt.utah.edu/campus/faculty_resources.php.</p> <p>Verbiage for this statement:</p> <p>Class rosters are provided to the instructor with the student's legal name as well as "Preferred first name" (if previously entered by you in the Student Profile section of your CIS account, which managed can be managed at any time). While CIS refers to this as merely a preference, I will honor you by referring to you with the name and pronoun that feels best for you in class or on assignments. Please advise me of any name or pronoun changes so I can help create a learning environment in which you, your name, and your pronoun are respected. If you need any assistance or support, please reach out to the LGBT Resource Center. https://lgbt.utah.edu/campus/faculty_resources.php</p>

<p>**Diversity / Inclusivity Statement</p>	<p>This is a strongly recommended statement that indicates your commitment as an instructor to creating a welcoming and inclusive classroom environment that respects and values students' diverse backgrounds. Following is an example of a diversity statement:</p> <p>It is my intent that students from all diverse backgrounds and perspectives be well served by this course, that students' learning needs be addressed both in and out of class, and that the diversity that students bring to this class be viewed as a resource, strength and benefit. It is my intent to present materials and activities that are respectful of diversity: gender, sexuality, disability, age, socioeconomic status, ethnicity, race, and culture. Your suggestions are encouraged and appreciated. Please let me know ways to improve the effectiveness of the course for you personally or for other students or student groups. In addition, if any of our class meetings conflict with your religious events, please let me know so that we can make arrangements for you. (Source: University of Iowa College of Education)</p>
<p>**Undocumented Student Support Statement</p>	<p>Undocumented Student Support. Immigration is a complex phenomenon with broad impact—those who are directly affected by it, as well as those who are indirectly affected by their relationships with family members, friends, and loved ones. If your immigration status presents obstacles to engaging in specific activities or fulfilling specific course criteria, confidential arrangements may be requested from the Dream Center. Arrangements with the Dream Center will not jeopardize your student status, your financial aid, or any other part of your residence. The Dream Center offers a wide range of resources to support undocumented students (with and without DACA) as well as students from mixed-status families. To learn more, please contact the Dream Center at 801.213.3697 or visit dream.utah.edu.</p>
<p>*Faculty and student responsibilities</p>	<p>You should outline instructor and student responsibilities:</p> <ul style="list-style-type: none"> <input type="checkbox"/> What is expected of the instructor and students in this class? What is typically expected in this discipline, this profession? What is expected of this type of class format (e.g., hybrid, flipped, face-to-face)? You may address academic maturity here (e.g., student responsibility to participate, do the readings, etc.) <input type="checkbox"/> Including discussion guidelines and a code of conduct is recommended. <p>You can find the Faculty Rights and Responsibilities at: http://regulations.utah.edu/academics/6-316.php</p>
<p>**Content accommodation policy</p>	<p>You should share your expectations regarding scheduling and/or content accommodations.</p> <p>For more information, see Section Q at: http://regulations.utah.edu/academics/6-100.php</p>

<p>**Non-contract note</p>	<p>You may wish to include a note about potential syllabus changes; you should indicate how changes will be communicated to students. Sample verbiage is as follows:</p> <p>Note: This syllabus is meant to serve as an outline and guide for our course. Please note that I may modify it with reasonable notice to you. I may also modify the Course Schedule to accommodate the needs of our class. Any changes will be announced in class and posted on Canvas under Announcements.</p>
<p>**Plagiarism software policy</p>	<p>It is strongly recommended to include this policy if you will be using a plagiarism detection software service. Sample verbiage is as follows:</p> <p>I have elected to use a plagiarism detection service in this course, in which case you will be required to submit your paper to such a service as part of your assignment.</p>
<p>*Late assignment/missed assignments policy</p>	
<p>**Official drop/withdraw date</p>	<p>Sample verbiage for this type of general course policy is as follows:</p> <p>The last day to drop classes is [date]; the last day to withdraw from this class is [date]. Please check the academic calendar for more information pertaining to dropping and withdrawing from a course. Withdrawing from a course and other matters of registration are the student's responsibility.</p>
<p>*Attendance/tardy policy</p>	<p><input type="checkbox"/> You should address your attendance and tardy policy with students.</p> <p><input type="checkbox"/> "The University expects regular attendance at all class meetings. Instructors must communicate any particular attendance requirements of the course to students in writing on or before the first class meeting. Students are responsible for acquainting themselves with and satisfying the entire range of academic objectives and requirements as defined by the instructor." PPM, Policy 6-100III-O)</p>
<p>**Wellness statement</p>	<p><input type="checkbox"/> Verbiage for this statement:</p> <p>Personal concerns such as stress, anxiety, relationship difficulties, depression, cross-cultural differences, etc., can interfere with a student's ability to succeed and thrive at the University of Utah. For helpful resources contact the Center for Student Wellness at www.wellness.utah.edu or 801-581-7776.</p>

**Veterans Center	<p>Verbiage for this statement:</p> <p>If you are a student veteran, the U of Utah has a Veterans Support Center located in Room 161 in the Olpin Union Building. Hours: M-F 8-5pm. Please visit their website for more information about what support they offer, a list of ongoing events and links to outside resources: http://veteranscenter.utah.edu/. Please also let me know if you need any additional support in this class for any reason.</p>
**Learners of English as an Additional/Second Language	<p>Verbiage for this statement:</p> <p>If you are an English language learner, please be aware of several resources on campus that will support you with your language and writing development. These resources include: the Writing Center (http://writingcenter.utah.edu/); the Writing Program (http://writing-program.utah.edu/); the English Language Institute (http://continue.utah.edu/eli/). Please let me know if there is any additional support you would like to discuss for this class.</p>

Online/Hybrid Guidelines (select those that apply)	
*Course Canvas page or website information	You may want to indicate how often students should log in/check Canvas.
**Electronic or equipment failure	<input type="checkbox"/> It is your responsibility to maintain your computer and related equipment in order to participate in the online portion of the course. <input type="checkbox"/> Equipment failures will not be an acceptable excuse for late or absent assignments.
**Online submissions	<p>Sample verbiage for this type of statement is as follows:</p> <p>You are responsible for submitting the assignment with the required naming convention, correct file extension, and using the software type and version required for the assignment.</p>
**Classroom equivalency	<p>Sample verbiage for these type of statements are as follows:</p> <input type="checkbox"/> Discussion threads, e-mails, and chat rooms are all considered to be equivalent to classrooms, and student behavior within those environments shall conform to the Student Code. Specifically: <input type="checkbox"/> Posting photos or comments that would be off-topic in a classroom are still off-topic in an online posting. <input type="checkbox"/> Disrespectful language and photos are never appropriate. <input type="checkbox"/> Using angry or abusive language is not acceptable, and will be dealt with according to the Student Code. The instructor may remove online postings that are inappropriate. <input type="checkbox"/> Do not use ALL CAPS, except for titles or overuse of certain punctuation marks such as exclamation points and question marks. <input type="checkbox"/> Course e-mails, e-journals, and other online course

	communications are part of the classroom and as such, are University property and subject to the Student Code. Privacy regarding these communications between correspondents must not be assumed and should be mutually agreed upon in advance, in writing.
**Computer literacy expectations/suggestions	<input type="checkbox"/> Computer/Internet basics <input type="checkbox"/> Specific computer program/app knowledge (Word, PowerPoint, PDF, etc.)
**Campus Resources	You should provide campus and online resources for students when faced with technology problems (e.g., Teaching and Learning Technologies, Marriott Library Knowledge Commons, UIT, etc.).

[Visit the CTLE website for resources on developing an Inclusive Syllabus](#)