

Gallaudet University Syllabus Checklist

Adopted by the Faculty Senate: February 2015

The following syllabus elements are required for all courses offered by Gallaudet. Element I (General Information) should come first in the syllabus; otherwise no particular format or ordering of elements is required. This Syllabus Checklist addresses only required elements; beyond that, creativity is permitted and appreciated.

Provide syllabi to students before or during the first class. Faculty should work with OSWD, as needed, to ensure that students with disabilities have access to the syllabus.

I. General Information

_____ Course Title, Dept./Program Prefix, Number, Section

_____ Semester

_____ Number of Credits

_____ Instructor's Name

_____ Office Hours

_____ Office Location

_____ Contact Information (e.g., VP, Voice, Email)

_____ Time/Day/Location of class

_____ Catalog Description, including pre/co-requisites and course fees (Copy and paste exact language from current catalog.) If you wish to add another paragraph further describing course content after the catalog course description, feel free to do so.

_____ Course materials – textbooks and/or other materials that must be purchased, mechanism for accessing other materials (e.g., Blackboard, on reserve at library)

II. Requirements and Grading

_____ List of Major Assignments and percentage weight and/or point system used to determine final grade

_____ Grading practice: letter grade or pass/fail

_____ If using letter grades, provide the official grade-to-percentage breakdown for undergraduate or graduate courses (500 level courses, provide both breakdowns)

_____ Course schedule, including:

- Topics covered, and when
- Test dates and Final Exam date and location (if applicable)
- Due dates for assignments
- Reading, viewing, or other preparation for each week or session. Note: if providing a complete schedule at the outset is impractical, provide detailed information for the first few weeks and a summary of the general requirements (e.g., students should expect to view approximately an hour of

digitally recorded ASL and read a journal length article each week), and indicate how the assignment schedule will be updated.

- Note if travel to off-campus or outside-of-class-time events is required, and when these activities will take place. Note if course fee covers travel or if this is the student’s responsibility.

_____ For Online courses:

- Unit Schedule
- Online participation protocol

_____ Writing style: (for graduate courses and professional programs only) specify the writing style that will be used in the course, e.g., APA, MLA, Chicago

_____ Credit hour compliance statement:

- For regular in-class/online courses, include language such as: “This course earns _____ credits; therefore, it will meet for at least _____ hours of instructional time and students are expected to spend at least _____ hours on outside-of-class preparation (e.g., readings, assignments).” The number of hours should match or exceed the hours listed in the chart below.
- For non-traditional credit-bearing activities, such as internships and independent studies: State the number of credits earned and describe the breakdown of students’ time – hours at placement site, time spent meeting with supervisors, preparing, and documenting work, etc. The total number of hours should match or exceed the “amount of time required for all activities” in the chart below.

	Traditional In-class Credit Bearing Course or Online Course (Per Semester)		Non-traditional Credit Bearing Experience (e.g. internship, independent study) (Per Semester)
Credit hours earned	Minimum amount of instruction time required	Minimum amount of time required outside of class/instruction time	Amount of time required for all activities (note: this is the same as the previous two columns, combined)
1 credit	12.5 hours	25 hours	37.5 hours
2 credits	25 hours	50 hours	75 hours
3 credits	37.5 hours	75 hours	112.5 hours
4 credits	50 hours	100 hours	150 hours
5 credits	62.5 hours	125 hours	187.5 hours

[Full chart provided as reference for instructors; you don’t need to include it in syllabi.]

_____ Avoid changing requirements and exam dates whenever possible. Add a statement about how students will be informed of any changes to the syllabus.

III. Policies:

_____ For University Policies provide links, or direct students to the links on the course Blackboard site. Required Policies:

- Gallaudet University Academic Integrity Policy
For undergraduate courses: Academic Catalog >> Registration and Policies >> Undergraduate Policies >> Academic Integrity
For graduate courses: Academic Catalog >> Registration and Policies >> Graduate Policies >> Academic Integrity
- The relevant academic calendar
- OSWD Academic Accommodation Policy: Academic Catalog >> Registration and Policies >> Behavior Codes >> Academic Accommodations Policy
- Insert a link to the statement on ADA compliance on the current Catalog website. (Required for Graduate Courses and 500-level Courses, recommended for Undergraduate Courses.)
- For online courses, please add language like: “By registering for a Web-based course, you have made a commitment to participate in your online class discussions and other activities as assigned. Please plan to participate regularly. You will note in the grading scale that your online conference participation counts towards your final grade” Insert the following link on netiquette: <http://www.studygs.net/netiquette.htm>

_____ Other Class Policies, as applicable (e.g. attendance, arriving late/leaving early, use of electronic devices, communication, civility, respect for diversity, use of technology, making up cancelled classes).

IV. Student Learning Outcomes (SLOs) and Assessment of Learning:

_____ Include a minimum of three course SLOs.

_____ Each course SLO should have at least one “learning opportunity” (i.e., way students demonstrate learning) connected with it, such as a synthesis essay, presentation, portfolio, or project; for graduate courses, there should be at least two learning opportunities for each SLO. Particular learning opportunities can serve more than one course SLO – i.e., the final project may be used to assess several SLOs.

_____ For each learning opportunity, there should be a matching scoring tool and/or list of scoring criteria to be used to evaluate that assessment product, e.g., assignment checklists and rubrics, ASL Presentation Rubric, COM Internship Checklist, etc. Graduate syllabi should include copies of these tools; undergraduate syllabi may just name them.

_____ SLO chart: The idea here is to show the inter-connections among all levels and types of Student Learning Outcomes (SLOs). The chart below is one way to accomplish this. List the course SLOs in the far left column and work to the right with the other information. Accredited programs add columns, as needed, to satisfy accreditation standards.

Sample SLO chart – FEL 200* Introduction to Feline Studies

Course Student Learning Outcomes	Learning Opportunities	Assessment Tools	Program SLOs (FEL SLOs)	GU UG SLOs
Students will describe and critique historic and contemporary attitudes toward cats, analyzing primary texts, online cat videos, and cultural influences.	Thesis paper Blog/vlog entries Unit quizzes	AAC&U Written Communication Rubric Blog/vlog ratings Quiz answer keys	1, 3	1, 3, 4
Students will examine the impact of laws and policies on wild and domestic cats, proposing and arguing for feline-friendly modifications.	Position papers Presentation	Assignment rubrics ASL Public Presentation Rubric	2, 5	1, 5
Students will evaluate the coherence of the feliocentric model of the universe (i.e., the claim that <i>each</i> cat is the center of the universe) considering attempts to resolve paradox.	Analysis paper Team debate	PHI Critical Thinking Rubric Debate checklist	1, 2	2

*No such course as FEL 200 exists . . . yet ☺

_____ Add the link to your program SLOs here and/or list them. Add the link to the five GU SLOs here and/or list them (for undergraduate courses only). Add the link to the Conceptual Framework here and/or list them (for PEP-unit courses only).

For undergraduate courses only:

_____ All GU UG courses assess GU SLOs 1 and 2, Language and Communication and Critical Thinking;

_____ Align each course SLO with program SLOs, GU SLOs, and (for PEP-unit courses only) conceptual framework.