

CEC Syllabus Checklist

Adapted from ACAF 203 and INDEV document InDevChecklist4.1.20.docx

	1. Instructor name, contact information, and office hours and location.
	2. Course designator, number and title, and Carolina Core designation (if applicable). Academic bulletin description
	3. Prerequisite(s). If there is no prerequisite, note that no prerequisite is required.
	4. List of learning outcomes which are measurable and stated as observable learner behaviors using action verbs.
	5. <i>For Distance Education Courses:</i> Statement verifying learning outcomes are equivalent to those of a face-to-face (F2F) version of the course.
	6. A citation for each required reading/material and a notation that all readings/materials comply with copyright/fair use policies. <i>Note:</i> Syllabi should include information about any special software or other products that are required for the course.
	7. Course Overview a) Overview of how the course will be conducted; and b) Communication/feedback turnaround time on, emails, assignments, etc.
	8. Technology a) Specific technologies/ software/programs to be used in the course; and b) Minimal student technical requirements/skills. <i>Note:</i> Syllabi should include information about any required test proctoring services.
	9. Assignments a) Full description and number of major assignments and course activities which correspond to the course learning outcomes and grading policy, b) How tests/quizzes are secured (if applicable); c) <i>Required for 500-600 level courses:</i> At least one additional, distinct assignment must be required of graduate students. The additional task must account for at least one letter grade. That is, if the additional task is not completed, the grad student must not be able to earn an "A."
	10. Grading Schema a) Grading policy which is clearly stated and includes grading scale, weights of each graded assignment, and explanation of how grades (A-F) will be assigned; and b) If course is offered with a Pass/Fail option, how those grades are determined. c) <i>Required for 500-600 level courses:</i> Different grading schemas for graduate and undergraduate credit.
	11. Attendance Policy. State whether attendance is required or just expected. If attendance/participation is graded, explain the how these grades are determined.
	12. Statement that identifies provisions and resources for students with disabilities.
	13. Academic integrity statement consistent with the university's academic integrity policy and consequences for violating the policy.
	14. <i>For Distance Education Courses:</i> An "Identification of Provisions for Student-to-Instructor, Student-to-Student, and Student-to-Content Interactions" that explains how each type of interaction has been appropriately incorporated within the course.