

# WCU SYLLABUS CHECKLIST

(To go directly to the Learning-Centered Criteria, see page 3)

The WCU Syllabus template with information previously available for download as a Word Document has been added to Canvas Courses automatically with the WCU course framework template.

The following checklist is based on the same information and structure from the previous Syllabus Word doc and will serve as a guide to help instructors understand what should be included in their syllabus should a paper version be needed and/or where to locate syllabus information that is now located in Canvas.

All Canvas courses will have standard syllabus information pre-populated in the blank shell in the Syllabus tool. However, in cases where a faculty member copies content forward, the information from the copied course will overwrite the pre-populated information. If a faculty member needs any of the modules listed below (i.e. ***Course Overview; Course Information, etc.***) they can use the Canvas commons to import the basic items from the [Course Template](https://lor.instructure.com/resources/e34a25cb986e452f9d633f3b74eec288?shared) (must be logged into Canvas for this link to work).

## GENERAL COURSE INFORMATION *In Canvas – PAGE called “Course Overview” in the “Course Information” module*

\_\_\_\_ Course Abbreviation and Number\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_ Course Title \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_ Semester and Year (Start Date to End Date) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_ Number of Credit Hours \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

## INSTRUCTOR INFORMATION *In Canvas – PAGE called “Course Overview” in the “Course Information” module*

\_\_\_\_ Name *(include preferred method of addressing)*\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_­­­­­\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_ Office Address\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_­­­­­\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_ Campus/Office Hours *(Remote and/or In-Person)*\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_ Phone Contact Number(s)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_ Email Address\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_ Course Support/Teaching Assistant contact information *(if applicable*)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_ Quote, slogan, thought-provoking picture, etc.\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

## COLLEGE/DEPARTMENTAL INFORMATION

## *In Canvas – PAGE called “Course Overview” in the “Course Information” module*

\_\_\_\_ College of \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_ Department of\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_ Location of Departmental Office\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_ Preferred contact information for the Department\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

## COURSE AIMS AND OBJECTIVES *In Canvas – PAGE called “Course Overview” in the “Course Information” module*

\_\_\_\_ Brief statement of teaching philosophy. *(Optional)*

\_\_\_\_ Discuss how the course fits into the overall curriculum. Answering questions like, “How will this course contribute to them professionally? And “Why is the course useful?”

\_\_\_\_ Orient students to the discipline if this is an introductory course.

\_\_\_\_ List 4-5 broad learning outcomes that reflect what the students will learn and the skills they will develop by successfully completing the course. “By the end of this course, students will…”

1. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
2. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
3. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
4. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
5. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_ List 3-5 specific learning objectives. For example: What will students know or be able to do after completing the course? What skills or competencies do you want them to develop? *If appropriate, be clear about what the course will not address.*

1. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
2. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
3. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
4. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
5. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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| **Tip:** Use active verbs; list as specifically as possible the learning outcomes the course is intended to produce. It is helpful here to think about the kinds of evidence you will need to assess the students’ learning as your objectives should drive your assessment and grading. Your goal should be 3-5 outcomes for a normal 3-credit hour class. |

## COURSE MATERIALS*In Canvas – PAGE called “Course Overview” in the “Course Information” module.*

\_\_\_\_ Specify textbooks and readings by author and editions. When possible, explain connections to the course goals and how the text and readings address them.

\_\_\_\_ If readings are placed on reserve in the library, discuss library policy.

\_\_\_\_ Identify additional equipment or materials needed and where students can obtain them.

## ASSIGNMENTS *In Canvas – PAGE called “Course Overview” in the “Course Information” module.*

Be as specific as possible about:

\_\_\_\_ Types of activities, exams, quizzes, exercises, projects, papers, etc.

\_\_\_\_ Timely Submissions & Expectations for Performance

\_\_\_\_ Clear Expectations for Submitting Required Work - Describe expectations for submitting required work—generally when are assignments due *(whether you expect students to have completed work or readings before class, by midnight, etc. and the degree of understanding that you expect.)* **Note:**Remember to include how they should be submitted *(paper, via Canvas, etc.)?*

\_\_\_\_ Explain other requirements such as group assignments, individualized consultation, etc.

\_\_\_\_ Expectations for Participation in Discussions

\_\_\_\_ Late assignments

\_\_\_\_ Make-up options

\_\_\_\_ Extra credit

\_\_\_\_ Deadline extensions

GRADING *In Canvas – PAGE called “Course Overview” in the* ***“Course Information”*** *module*

Students must be familiar with the class attendance, withdrawal, and drop-add policies and procedures.

\_\_\_\_ Explain how students will be evaluated and grades assigned.

\_\_\_\_ Provide ways that students can easily calculate or find their grades at any point in the course. *This includes components of final grade, weights assigned to each component, information regarding grading on a curve or scale, etc. In Canvas – “****Syllabus****” page – at the bottom of the top content area (Rich Content Editor)*

FACULTY EXPECTATIONS OF STUDENTS/COURSE POLICIES

*In Canvas – using the Syllabus Page tool / PAGES called “Course Overview”*

Discuss your policies clearly regarding:

\_\_\_\_ Students’ Responsibilities in the learning process

\_\_\_\_ Attendance

\_\_\_\_ Reporting illness

\_\_\_\_ Cheating and Plagiarism – [*University Maintained in Additional Syllabus Information*](https://www.wcu.edu/learn/faculty/coulter-faculty-commons/teaching-and-learning/syllabus-additional.aspx)

\_\_\_\_ Classroom Expectations / Expected classroom behavior

\_\_\_\_ Civil Discourse at Western Carolina University [*University Maintained in Additional Syllabus Information*](https://www.wcu.edu/learn/faculty/coulter-faculty-commons/teaching-and-learning/syllabus-additional.aspx)

\_\_\_\_ Technology Required [*University Maintained in Additional Syllabus Information*](https://www.wcu.edu/learn/faculty/coulter-faculty-commons/teaching-and-learning/syllabus-additional.aspx)

\_\_\_\_ Respondus LockDown Browser: *Use the table for LockDown Browser and include suggested information* [*University Maintained in Additional Syllabus Information*](https://www.wcu.edu/learn/faculty/coulter-faculty-commons/teaching-and-learning/syllabus-additional.aspx)

\_\_\_\_ Ouriginal Software/Plagiarism Detection [*University Maintained in Additional Syllabus Information*](https://www.wcu.edu/learn/faculty/coulter-faculty-commons/teaching-and-learning/syllabus-additional.aspx)

STUDENT RESOURCES*Most Updated Version:* [*University Maintained in Additional Syllabus Information*](https://www.wcu.edu/learn/faculty/coulter-faculty-commons/teaching-and-learning/syllabus-additional.aspx)

\_\_\_\_ Include information about campus resources such as tutoring, study skills help, etc. and how to obtain additional help, such as tutors, teaching assistants, supplemental instruction (if any).

\_\_\_\_ Writing and Learning Commons (WaLC)

\_\_\_\_ Tutoring for Distance Students

\_\_\_\_ Math Tutoring Center

\_\_\_\_ Hunter Library

\_\_\_\_ Mentoring and Persistence to Success (MAPS)

\_\_\_\_Canvas Support Information

\_\_\_\_ Academic Calendar (Required) Provide a link to [WCU’s Academic Calendar](https://www.wcu.edu/learn/academic-calendar.aspx) for detailed semester information.

Other INSTITUTIONAL POLICIES[*University Maintained in Additional Syllabus Information*](https://www.wcu.edu/learn/faculty/coulter-faculty-commons/teaching-and-learning/syllabus-additional.aspx)

At least one Link is REQUIRED to [*University Maintained in Additional Syllabus Information*](https://www.wcu.edu/learn/faculty/coulter-faculty-commons/teaching-and-learning/syllabus-additional.aspx)

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| ADDITIONAL LEARNER-CENTERED QUALITIES From Palmer, M. S., Bach, D. J., & Streifer, A. C. (2014). Measuring the promise: A learning‐focused syllabus rubric. To improve the academy: A journal of educational development, 33 (1), 14-36.  ***­Learning Goals & Objectives:***  \_\_\_\_Provide a glossary of terms, acronym key, and jargon commonly used in the subject area.  \_\_\_\_Learning goals encompass the full range of Dee Fink’s dimensions of significant learning (i.e. knowledge, application, integration, human dimension, caring, learning, how to learn).  \_\_\_\_Course level learning objectives are clearly articulated and use specific action verbs.  \_\_\_\_Learning objectives are appropriately pitched (appropriate to stated objectives in prior and future courses)  ***Assessment Activities:***  \_\_\_\_ Objectives and assessments are aligned  \_\_\_\_ Major summative assessment activities are clearly defined  \_\_\_\_ Plans for frequent formative assessment with immediate feedback  \_\_\_\_ Assessments are adequately placed and scaffolded  \_\_\_\_ Grading information is included but separate from assessment; it is aligned with objectives  ***Schedule:***  \_\_\_\_ Course schedule is fully articulated and logically sequenced  ***Classroom & Environment:***  \_\_\_\_ Tone is positive, respectful, inviting  \_\_\_\_ Fosters positive motivation, describes value of course, promotes content as a vehicle for learning  \_\_\_\_ Communicates high expectations, projects confidence of success  \_\_\_\_ Syllabus is well organized, easy to navigate, requires interaction  ***Tips for Success:***  \_\_\_\_Advice from previous students  \_\_\_\_ Check your WCU email regularly  \_\_\_\_ Specific notification settings in Canvas you prefer be used; suggested login frequency for Canvas  \_\_\_\_ Examples of conversation starters for office hour visits (more appropriate for first-year courses)  \_\_\_\_ Specific study/success strategies |

COURSE CALENDAR*In Canvas – using the Syllabus Page tool*

\_\_\_\_ Provide a course calendar that outlines themes/topics to be covered, reading requirements, assignment due dates, etc. If necessary, revise it and be sure students get an updated version.

\_\_\_\_ List important dates such as last drop date, registration dates for the next semester, etc.

\_\_\_\_ Include dates and times of any exams scheduled outside of class time.

\_\_\_\_ Final Exam *(Required)* - Highlight the date and time of final exam

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| Module/Week/Date | Assignment | Points/Weight | Connected to Outcome #... |
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| **Tip:** Consider any potential conflicts when scheduling projects, presentations, and exams. *(reference an* [*Interfaith Calendar*](http://www.interfaith-calendar.org/)*)* |

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| **WCU Syllabus Template Word Doc -** *Original* | **Canvas Location** *(Page, Module or Section)* |
| **GENERAL COURSE INFORMATION** | **“Course Overview**” page (in the **“Course Information”** module) |
| **INSTRUCTOR INFORMATION** | **“About Your Instructor**” page (in the **“Course Information”** module) |
| **COURSE AIMS AND OBJECTIVES** | **“Course Overview”** page (in the **“Course Information”** module) |
| **COURSE MATERIALS** (Info like background/supplemental readings, technology, additional materials, equipment or skills, accessing media, etc.) | **“Course Overview”** page (in the **“Course Information”** module) |
| **GRADING** | **“Syllabus”** page **–** at the bottom of the top content area *(Rich Content Editor)* |
| **FACULTY EXPECTATIONS OF STUDENTS/COURSE POLICIES**   * **Civil Discourse at Western Carolina** * **Classroom Expectations** * **Attendance** * **Timely Submissions** * **Expectations for Submitting Required Work** * **Technology** * **Respondus LockDown Browser** | **“Course Overview**” **page** (in the **“Course Information”** module) |
| **Note: Respondus LockDown Browser Table:** In Canvas the information in the table for LockDown Browser is on the **“LockDown Browser Requirement Information**” page (in the **“Course Information”** module) |
| **STUDENT RESOURCES**   * **Writing and Learning Commons (WaLC):** * **Tutoring for Distance Students:** * **Math Tutoring Center** * **Hunter Library** * **Academic Calendar (Required)** * **Final Exam (Required)** | **NOW A PAGE** called **“Academic & Campus Resources”** located in the **“Course Information”** module.  **Note:** Information from this section of the Word doc is listed in either the ***“Academic Resources”, “Technical Resources”, or “Campus Resources and Activities”*** *section**of the* ***Academic & Campus Resources*** *page*) |
| * **Mentoring and Persistence to Success (MAPS)** * **Course Evaluation** * **Tips for Success** *(Advice from previous students)* * **Syllabus Updates** | **“Course Resources”** page in the ***“Campus Resources and Activities”*** *section* ***“Campus Resources and Activities”*** *section* |
| **“Course Resources**” page (in the **“Course Information”** module) |
| In Canvas in the Top Area (Rich Content Editor) section of the **Syllabus** page |
| * **Blackboard Support** | **CANVAS SUPPORT - “Academic & Campus Resources**” page *(in the* “Technical Resources” section) |
| * **Academic Toolbox** | **NOW A PAGE** called **“Academic & Campus Resources**” |
| **INSTITUTIONAL POLICIES**   * **Statement for Wearing Masks** * **Community Vision for Inclusive Excellence Statement (Required)** * **Course Recording and Broadcasting** * **Accommodations for Students with Disabilities (Required)** * **Academic Integrity Policy and Reporting Process (Required**) * **Undergraduate and Graduate Academic Integrity Process** | **NOW A PAGE\*** called **“Institutional Policies**”in the **“Course Information”** module |

*Adapted from the WCU Syllabus Template document; Central Michigan University’s Center for Excellence in Teaching and Learning “*[*Mindful and Learner-Centered Syllabus Checklist*](https://www.cmich.edu/office_provost/CIS/Pages/Explore%20Teaching%20and%20Learning/Designing%20an%20Effective%20Course/Mindful-and-Learner-Centered-Syllabus-Checklist.aspx)*” Iowa State University’s Center for Excellence in Learning and Teaching* [*“Mindful and Learner-Centered Syllabus Checklist”*](https://www.celt.iastate.edu/wp-content/uploads/2015/10/LearnerCenteredMindfulSyllabusChecklist-1.pdf) *.*