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Syllabus Checklist

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Syllabus Checklist

The syllabus checklist is a resource created by the Faculty Development and Innovation Center (FDIC) that can serve as a guide to Eastern Illinois University (EIU) faculty in developing well-structured and informative course syllabi for a course in any modality (face-to-face, online, and/or hybrid). Its content is drawn from the [EIU Revised Syllabus Policy](#), the [New/Revised Course Proposal Form](#), the online course review criteria included in the [FDIC Excellence in Online Instruction](#) certification courses, and FDIC recommendations. Using this checklist will help ensure that your syllabus not only meets university standards but also effectively communicates the course's expectations and structure to learners. A well-crafted syllabus is a crucial aspect of transparent and efficient teaching, fostering a positive learning environment and setting clear expectations for both faculty and learners.

Accessibility

Ensure the syllabus is an accessible document (Required)

Effective June 2024 changes to the [Title II of the Americans with Disabilities Act \(ADA\)](#) require all state and local public institutions to ensure their web and mobile content follows [Web Content Accessibility Guidelines \(WCAG\) 2.1AA](#). This includes all documents, videos, audio, and other learning materials posted within D2L Brightspace, regardless of course modality. The following resources are available to simplify accessible document development:

- Turn on the Microsoft Word Accessibility Checker. Using this tool will flag accessibility issues as the document is being developed. To use this tool, follow the directions at the [Improve Accessibility with the Accessibility Checker webpage](#).
- Become familiar or be reminded of best practices in accessible digital documents by reviewing the [Creating Accessible Microsoft Word Documents section of the EIU FDIC Accessible Resources for Digital Materials webpage](#).
- [FDIC Digital Accessibility Compliance Webpage](#)

Instructor Information

Instructor name (Required)

Instructor contact information (Required)

In addition to listing all forms of contact information, **explicitly state your preferred method of communication and an expected response time.**

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- Office hours and location (Required)

References: Policy governing office hours for Unit A faculty is stated in the [Unit A contract, Section 6.8 Faculty Accessibility](#). Policy governing office hours for Unit B faculty is stated in the [Unit B contract, Section 6.1\(g\)](#).

Course Information

- Course number, title, number of credits, semester, delivery method (Required)

- Catalog course description (Required)

- Prerequisite of any prior knowledge

Learners benefit from leveraging their prior knowledge (aka prerequisite knowledge) and experience when engaging with new subjects. Success of learners in a course can be enhanced when any expected prerequisite knowledge is explicitly stated. Examples of knowledge prerequisites include prerequisite courses, experience, hours, existing credentials, and foundational knowledge required for course completion.

- Prerequisite of any prior technical skills/information

Learners benefit from being aware of any prior technical skills/information required for course success. Such skills and information can include navigating the learning management system (D2L), proficiency in creating and submitting files, spreadsheets, presentations, etc. In various programs, downloading and installing software, utilizing apps, engaging with web conferencing tools and programs, etc.

- Course materials (Required)

Provide a list of the necessary course materials to successfully complete the course (i.e. textbook(s) (including author and ISBN, specific supplies, etc. and any estimated costs of all materials listed).

- Technology requirements

Provide a list of any technology (i.e., hardware, software, peripherals (webcams, microphones, etc.), subscriptions, plug-ins, mobile apps, etc.) that may be needed to complete course activities. Provide information on where and how learners can obtain required technologies. Address any technology platform requirements.

- Course learning objectives as stated on the CAA approved course proposal (Required)

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List the learner focused, course-level learning objectives that describe what learners will be able to do if they successfully complete the course. Note that the syllabus policy states instructors may add to the course learning objectives in the approved course proposal. The best practice structure for learning objectives is: Learners will **measurable action verb** the **what** in order to **why**. For example: Learners will construct sentences in French using correct grammar and punctuation to lay the foundation for effective communication in the language.

Course purpose

Provide information to help learners understand the purpose of the course. Examples include a statement about the purpose of the course within the curriculum or an explanation of how and/or why the course is relevant to the learner in the real world.

Weekly outline/schedule of content (Required)

Provide information on how the learning process is structured and carried out, including a (high level) weekly course content outline/schedule and description of the types and purposes of learning activities, including how they will be assessed. If a detailed (multi-page) weekly schedule is provided in your syllabus, consider offering this schedule as a separate document and/or D2L Brightspace page to keep the length of the syllabus as manageable as possible.

Assignments and evaluation, including weights for final course grade and expected feedback response time

Provide information about assignments, their evaluation criteria, weight towards their final course grade, and expected feedback response time. Faculty may elect to incorporate some of this information into the weekly course content outline schedule.

Grading policy (Required)

Provide a clear statement as to how course grades are calculated and the system used (points, percentages, weights). Specifically address late work in the grading policy. For example, the number of points deducted for late work, that there is no penalty for late work, or that late work is considered on an individual basis, etc.

Grading scale (Required)

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Statements

The [Required Syllabus Information PDF](#) contains the required syllabus statements per the EIU CAA syllabus policy.

Academic integrity (Required)

Students are expected to maintain principles of academic integrity and conduct as defined in EIU's Code of Conduct <https://www.eiu.edu/deanofstudents/conductcode.php>. Violations will be reported to the Dean of Students. <https://www.eiu.edu/deanofstudents/>

Students with disabilities (Required)

If you are a student with a documented disability in need of accommodations to fully participate in this class, please contact the Office of Accessibility and Accommodations (OAA). All accommodations must be approved through the Office of Accessibility and Accommodations (OAA). Please stop by McAfee Gym, Room 1272, or call 217581-6583 to make an appointment.

Student Success Center. Note: At the time this checklist was created, this center was renamed Academic Support Center (ASC) and updating wording had not yet filtered to policy (Required)

Students who are having difficulty achieving their academic goals are encouraged to contact the Student Success Center <https://www.eiu.edu/success/> for assistance with time management, test taking, note taking, avoiding procrastination, setting goals, and other skills to support academic achievement. The Student Success Center provides individualized consultations. To make an appointment, call 217-581-6696, or go to McAfee Gym, Room 1336.

Recommended Statements, Policies, and Services

The syllabus may contain instructor policies for the course and/or department or college policies as appropriate. Following is a list of best practice statements, policies, and services based on quality course design:

Communication guidelines

Provide guidelines for written, oral, and/or visual communication. Examples of communication guidelines may include a respectful tone in all forms of communication, spelling, punctuation, and grammar are correct. Online courses can include a netiquette policy and/or a guideline such as addressing the use of official language of instruction rather than abbreviations and graphic elements used in texting and/or social media.

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Late assignment policy

Attendance policy

Proctored exams

If learners are required to take exams in a proctored setting, include information and instructions for how they can succeed.

Syllabus modification statement

Consider indicating the syllabus is a flexible agreement and that the instructor reserves the right to update the syllabus. Instead of a statement, this could be a sentence in the footer of the document.

Content warning

Consider if any of the topics covered in your course could be considered sensitive to any of your learners who may be dealing with trauma. Create an environment where the learner can prepare for sensitive topics and/or seek the resources they need to succeed.

Student support services

Make learners aware of the EIU student services and resources available that can help them succeed.

Resources: [Student Well-Being PDF](#) , [Sexual Harassment and Misconduct PDF](#) , [Other Suggested Syllabus Statements PDF](#) , [FDIC Student Support and Services @ EIU: a brief guide for Faculty webpage](#)

Artificial Intelligence (AI) statement

The [Sample Syllabus Statements on AI and Academic Integrity PDF](#) contains a list of sample syllabus statements that address the use of AI tools and potential impacts on academic integrity.

Vendor accessibility statement(s)

Ensure that your learners have access to the vendor accessibility statement for each technology that may be used in the course, including D2L. If an accessibility statement does not exist for a particular technology, provide a statement that the accessibility statement does not exist, along with contact information for the vendor. While access to vendor accessibility statements can be made available to learners in another area or

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component of a course, faculty can choose to place them in the syllabus. Resource: [EIU FDIC Accessibility Statements for Instructional Technologies @ EIU webpage.](#)

Technical support statement(s)

Ensure that your learners are aware of the available technical support services and how to access them for technologies that may be used in your course, including D2L. While access to technical support statements can be made available to learners in another area or component of a course, faculty can choose to place them in the syllabus. Resource: [PantherTech Support Self Help webpage.](#)

Data and privacy protection statement(s)

Ensure that your learners are aware of the privacy policies for all technologies that may be used in your course. Types of technologies that require privacy policies are those that require learners to create accounts or log in. If the course uses proctoring software, ensure learners are provided with clear information on how their privacy will be protected. While access to data and privacy protection information can be made available to learners in another area or component of a course, faculty can choose to this information in the syllabus. Resource: [EIU FDIC Student Data Privacy Statements for Instructional Technologies @ EIU webpage.](#)

Remove any COVID statement(s) referencing the 2020 pandemic

Thankfully, this is currently outdated information.