**CCC - Syllabus Checklist**

**\*Please use this checklist to assure all syllabus components are present. Follows ULM Syllabus template.**

* Contact information for the instructor(s) including email, virtual/office hours/location, etc.
* Course description that explains the course’s scope and purpose, format (e.g., lecture, recitation, lab, studio), relevance to students’ academic/professional goals, and major deliverables (e.g., project, presentation, paper, exhibit)
* Statement of assumed/required prior knowledge
* Course prerequisites
* IPE objectives, assignments, and assessment are included as appropriate. Ask yourself:
	+ Could two or more professions work on an activity within your course?
	+ Do I have learners from at least two different professions that are in this class or could be prearranged for this class to work on an activity or activities?
	+ Can my syllabus be designed with IPE objectives & assessment that targets a specific [IPEC Core Competenc](https://ipec.memberclicks.net/assets/2016-Update.pdf)y (pg 10 shows the 4 core competencies)?
	+ Have I utilized a checklist to help assess whether I can implement IPE in my course? Check out this [IPE Checklist](https://www.asha.org/siteassets/ipp/ipe-checklist.pdf) by ASHA
* Course Objectives: what a student should **know and understand** at the end of the course. Typically, 3 -5 Course Objectives is sufficient for a 3 or 4 credit course. Must be action-oriented and measurable – see [Blooms Resources](https://www.niallmcnulty.com/2021/06/blooms-taxonomy-question-stems/)
	+ Action verbs that correspond with specific action students need to demonstrate
	+ Objectives should match level of course – i.e Higher order thinking skills for 4000 or higher level (for ex: apply, analyze, evaluate, create, distinguish) **Exceptions made for accreditation requirements.**
* Student Learning Module Objectives: clear/measurable; describes specific discrete units of knowledge or skill accomplished in a short time. Must be action-oriented and measurable see [Blooms Resources](https://www.niallmcnulty.com/2021/06/blooms-taxonomy-question-stems/)-
	+ Action verbs that correspond with specific action students need to demonstrate
	+ Objectives should match level of course – i.e High order thinking skills for 4000 or higher level (for ex: apply, analyze, evaluate, create, distinguish) **Exceptions made for accreditation requirements.**
* Course Topics
* Course Schedule
* Course Sequence
* Course Calendar of due dates/test dates
* List of learning resources and whether they are required or supplementary (e.g., textbooks, software, etc.)
* Instructional Methods/Activities and how they contribute to the final grade
* Grading scale that lists the percentage credit or number of points corresponding to each letter grade
* Statements and policies that clearly communicate your expectations regarding
	+ Turn-around time for response to students/grading
	+ Textbook
	+ Attendance
	+ Participation
	+ Technology use in classroom
	+ Academic integrity and plagiarism
	+ Late/make-up work
	+ Accommodations/resources for student with disabilities, mental health, etc
	+ Emergency procedures
* Expected semester schedule
* EXTRA: Study Tips that could help increase students’ success in your course
* EXTRA: Other relevant campus resources that could provide supplementary assistance to students