

Rubric for Self-Evaluation of a Syllabus: Required Syllabus Elements Checklist

A well-crafted syllabus includes all elements required by UWF policy. *Required elements are based on actions taken by the Faculty Senate (2003, 2015) and affirmed by the Faculty Senate (2015) and the Faculty Handbook (Revised July 3, 2014).*

1	Course number and course title
2	Semester and year offered (e.g., Fall 2019)
3	Class meeting time and location
4	Instructor name(s)
5	Instructor contact information (Office number, office telephone number, e-mail address, and/or Web address for course materials)
6	List of required texts, recommended texts, and readings
7	Course Description from catalog (include names of any pre-requisite or co-requisite courses; General Education requirement if applicable)
8	Course Student Learning Outcomes (SLOs) identified
9	SLOs are written in active language and describe student behaviors or student work that could be directly measured
10	Topics covered in the course
11	Exams and Grading. Describe how the instructor will evaluate student work and compute the final grade. Describe the required exams and assignments. Describe how these will be evaluated and weighted to compute a final grade in the course.
12	Attendance policy. Attendance is mandatory for General Education courses (see additional elements for General Education courses, below). Instructors determine the attendance policy for all other classes, but must state their attendance policy on the syllabus.
13	Statement of University policy on academic conduct / plagiarism policy
14	Statement about assistance for students with special needs (ADA statement). Include contact information for the Student Accessibility Resources (SAR): link to web site and/or phone number.
15	Statement about Veterans Services available at the Military & Veterans Resource Center (MVRC).
16	Calendar of important events (schedule of required readings, assignment due dates, exam dates, etc.). Dates can be identified as tentative dates and/or subject to change to provide flexibility for adjustments needed to accommodate instructional needs.

Additional syllabus elements required for selected types of classes.

		<p>Course SLOs align with one or more program-level learning outcomes [https://uwf.edu/cassh/academic-programs/general-education/]</p>
General Education courses		<p>Attendance policy states that attendance is mandatory for First Time in College (FTIC) students, and</p> <ul style="list-style-type: none"> • Discusses the role of attendance for disbursement and continuation of financial aid, • Defines excused and unexcused absences, and • Describes how attendance affects a student's grad in the course. <p>[University Policy AC-33.01-12/14]</p>
Courses with online exams		<p>Statement about proctored exams and costs of ProctorU (if used as an option) [Academic Affairs Policies & Procedures; Faculty Senate (7/142011)]</p>

	TOTAL Points	Instructions: Score 1 point for each required component present on the syllabus.
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Rubric for “Best practices” for a learning-centered syllabus.

Note: No syllabus is required or expected to include all of these components. Instructors who have a stronger learning-centered approach to teaching write syllabi that include several of these components.

1	Syllabus is written in user-friendly language.
2	Syllabus is organized and easy to navigate. Students can locate relevant information easily.
3	Office hours information (Days, times, location)
4	ISBN number for each textbook is provided
5	Adopt Open Education Resources, when available and appropriate for the course, to reduce textbook costs for students.
6	One or more course SLOs align with one or more program-level learning outcomes.
7	Course description identifies prerequisite or co-requisite courses; identifies other roles the course might play in the curriculum (e.g., satisfies a Gordon Rule or General Education requirement, course satisfies a requirement for majors). Instructor might also describe how the course will develop skills students will use in other courses or describe instructor-specific goals for the course.
8	Introduction of instructor / description of professional background
9	Describe software or technology skills required or describe study strategies that will help students succeed in the course
10	Describe assistance to all students to help them succeed in the course: Describe effective study strategies, campus resources available to all students (Writing Lab, tutoring)
11	Describe advice for managing stress and mental health issues, including identification of campus resources available to students to assist with health or substance use concerns and assistance with mental health emergencies.
12	Instructor-established policies for the course: Policies for acceptance of late work; permission to make up a missed exam; procedures to request extensions of deadlines or arrange alternate exam dates when conflicts arise with official University functions (e.g., travel for athletes, debate teams, etc.). Instructor policies may also include classroom behavior policies (e.g., use of laptops in class, turning off cell phones, eating, sleeping, face-to-face civility matters, etc.).
13	Expectations for classroom decorum/behavior/civility. In eLearning courses, expectations may apply to decorum in online discussion threads, email communications, etc.
14	Descriptions of specific projects beyond the weight a project receives when computing the final grade. May refer to more detailed information that will be provided in a separate handout provided in class or located in eLearning or on a web site.
15	Provide a grading key or rubric in the syllabus or indicate where students can find the rubric (e.g., in eLearning, on a web site, or as a handout).
16	Describe one or more high impact pedagogical practices for the course. See the CUTLA Teaching Tip on high impact practices: https://uwf.edu/academic-affairs/departments/cutla/teaching-tips/spring-2019-teaching-tips/high-impact-practices-what-they-are-and-why-they-matter-for-student-learning.html
17	Statement about the use of turnitin or iThenticate. Notification of the instructor’s intention to use Turnitin or iThenticate to review originality of written work. Note: Instructors are entitled to use turnitin, iThenticate, or other strategies to investigate a suspected case of academic dishonesty, even if the syllabus does not include a statement about their intention to do so.
18	Calendar includes reminders of key University deadlines (last day to withdraw with an automatic W) and provides feedback on graded work before these deadlines.
19	Emergency planning information for course continuity (e.g., weather emergencies).

TOTAL Points	Instructions: Score 1 point for each “best practice” component present on the syllabus.
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