

Department of Counseling and Special Education
 School of Education and Human Development
 California State University, Fresno

Course Syllabus Self-Checklist

Instructor: _____ Course: _____

Please review your course syllabus before presenting it to your class. The items below have been identified as important elements in a well-prepared syllabus. This list also reflects the items required by University Policy and NCATE/CTC for inclusion on a course syllabus.

#	<input checked="" type="checkbox"/>	ITEMS FOR INCLUSION ON DEPARTMENT SYLLABUS
1.	<input type="checkbox"/>	<u>Instructor data:</u> <input type="checkbox"/> Name of instructor, relevant degrees, etc. <input type="checkbox"/> Office location (either on- or off-campus). <input type="checkbox"/> Telephone number(s) and e-mail addresses (if relevant) <input type="checkbox"/> Times of availability (or how to make contact with you if part-time).
2.	<input type="checkbox"/>	<u>School theme:</u> Prominently make reference to our School theme in your syllabus: "Making a Difference in a Diverse Society: Leadership for a New Millennium"
3.	<input type="checkbox"/>	<u>Course information:</u> <input type="checkbox"/> Title with prefix and number. <input type="checkbox"/> Number of units. <input type="checkbox"/> Prerequisites (if required). <input type="checkbox"/> Course description (consistent with <u>Catalog</u> ; may be more detailed).
4.	<input type="checkbox"/>	<u>Course goals and objectives</u> (previously developed and approved by the department; should be provided by the program Coordinator or Department Chair).
5.	<input type="checkbox"/>	<u>Course attendance policy:</u> Include any implications of class attendance on grading as well as the importance of the final examination meeting.
6.	<input type="checkbox"/>	<u>Course calendar, which includes:</u> <input type="checkbox"/> Dates of class meetings. <input type="checkbox"/> Firm deadlines for assignments. <input type="checkbox"/> Dates when projects, papers, readings, etc. are due. <input type="checkbox"/> Exam dates (including Final Exam date, see "Schedule of Courses").
7.	<input type="checkbox"/>	<u>The work:</u> <input type="checkbox"/> Course requirements. Be specific, please. <input type="checkbox"/> Assignments/activities that will be counted toward grade. <input type="checkbox"/> Clarification of student expectations (as needed).
8.	<input type="checkbox"/>	<u>Course evaluation (policy on grading):</u> <input type="checkbox"/> Information on exams (chapters/units covered on each, etc.). <input type="checkbox"/> Weight given to various assignments (recommend a points basis). <input type="checkbox"/> Basis for determining final grade (in objective terms). Be specific.

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#	<input checked="" type="checkbox"/>	ITEMS FOR INCLUSION ON DEPARTMENT SYLLABUS (continued)
9.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<p><u>Items that must be provided by the student:</u></p> <ul style="list-style-type: none"> Textbooks/workbooks. Equipment (and dates when needed). Supplies (and dates when needed).
10.	<input type="checkbox"/>	<p><u>Statement on Cheating and Plagiarism (sample):</u></p> <p>“Statement on Cheating and Plagiarism: Cheating is the actual or attempted practice of fraudulent or deceptive acts for the purpose of improving one's grade or obtaining course credit; such acts also include assisting another student to do so. Typically, such acts occur in relation to examinations. However, it is the intent of this definition that the term ‘cheating’ not be limited to examination situations only, but that it include any and all actions by a student that are intended to gain an unearned academic advantage by fraudulent or deceptive means. Plagiarism is a specific form of cheating which consists of the misuse of the published and/or unpublished works of others by misrepresenting the material (i.e., their intellectual property) so used as one's own work. Penalties for cheating and plagiarism range from a 0 or F on a particular assignment, through an F for the course, to expulsion from the university. For more information on the University's policy regarding cheating and plagiarism, refer to the <i>Schedule of Courses</i> (‘Legal Notices on Cheating and Plagiarism’) or the <i>University Catalog</i> (‘Policies and Regulations’).”</p>
11.	<input type="checkbox"/>	<p><u>Statement on Services for Students with Disabilities (sample):</u></p> <p>“Americans with Disabilities Act (ADA) Accommodation: The University is committed to providing reasonable academic accommodation to students with disabilities. The Office of Services for Students with Disabilities provides university academic support services and specialized assistance to students with disabilities. Individuals with physical, perceptual, or learning disabilities as addressed by the Americans with Disabilities Act should contact Services for Students with Disabilities for information regarding accommodations. Please notify your instructor so that reasonable efforts can be made to accommodate you. If you expect accommodation through the Act, you must make a formal request through Services for Students with Disabilities in Madden Library 1049, Telephone: 559/278-2811.” (Excerpted from <i>Schedule of Courses</i> and the <i>University Catalog</i>)</p>

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12.	<input type="checkbox"/>	<p><u>Statement on Computers (sample statement):</u></p> <p>“Computer/internet access requirement: At California State University, Fresno, computers and communications links to remote resources are recognized as being integral to the education and research experience. Every student is required to have his/her own computer or have other personal access to a workstation (including a modem and a printer) with all the recommended software. The minimum and recommended standards for the workstations and software, which may vary by academic major, are updated periodically and are available from Information Technology Services (http://www/csufresno.edu/ITS) or the University Bookstore. In the curriculum and class assignments, students are presumed to have 24-hour access to a computer workstation and the necessary communication links to the University’s information resources.” (Excerpted from <i>Schedule of Courses</i> and the <i>University Catalog</i>)</p>
13.	<input type="checkbox"/>	<p><u>Statement on Disruptive Classroom Behavior (sample statement):</u></p> <p>“Statement on Disruptive Classroom Behavior: The classroom is a special environment in which students and faculty come together to promote learning and growth. It is essential to this learning environment that respect for the rights of others seeking to learn, respect for the professionalism of the instructor, and the general goals of academic freedom are maintained. Differences of viewpoint or concerns should be expressed in terms which are supportive of the learning process, creating an environment in which students and faculty may learn to reason with clarity and compassion, to share of themselves without losing their identities, and to develop and understanding of the community in which they live. Student conduct which disrupts the learning process shall not be tolerated and may lead to disciplinary action and/or removal from class.” (excerpted from <i>Schedule of Courses</i> and the <i>Academic Policy Manual</i>)</p>
14.	<input type="checkbox"/>	<p><u>Statement that Syllabus is Subject to Change:</u> Be sure to include in the syllabus a statement such as:</p> <p>“Syllabus is Subject to Change: This syllabus and schedule are subject to change in the event of extenuating circumstances. If you are absent from class, it is your responsibility to check on announcements made while you were absent.”</p>
15.	<input type="checkbox"/>	<p><u>Safety issues.</u> Be specific in addressing any relevant safety issues, if relevant. This could include appropriate conduct in laboratory settings, etc.</p>

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16.	<input type="checkbox"/>	<u>Indicate use of varied instructional modes</u> , e.g., use of different formats to present material, such as lecture, small group discussion, and/or hands-on experience (to recognize individual differences in learning style).
17.	<input type="checkbox"/>	<p><u>Course Policies:</u></p> <p>State your concerns or prohibitions, if any (talking in class, chewing gum, wearing baseball caps, reading newspapers in class or other distracting behavior, tape-recording the lecture, bringing visitors or guests, etc.). Are students always expected to work independently, or is collaboration sometimes encouraged?</p>
18.	<input type="checkbox"/>	<u>A list of contemporary readings</u> which support the goals and objectives of the course.