WSU Syllabus Checklist for Undergraduate and Graduate Courses

(updated Dec. 14, 2015)

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Compiled by the Vice Provost for Undergraduate Education, The Graduate School, and the Office of Assessment of Teaching and Learning, with input from the Liaison Council for Undergraduate Education. Checklist adapted from WSU Vancouver, 2013.

Campus Specific Websites for Syllabus Information

Pullman and Global Campus: http://vpue.wsu.edu/policies/

Vancouver: http://admin.vancouver.wsu.edu/academic-affairs/toolkit/syllabus-information

Tri-Cities: http://www.tricity.wsu.edu/academicaffairs/forms/2012-2013faculty-handbook.pdf

Required Components

WSU Syllabus Checklist

A. Syllabus Checklist - Required

All instructors are required to distribute a syllabus to enrolled students during the first week of class that includes the components listed below.

X	Course Information: See Catalog For Information (http://www.catalog.wsu.edu/General/Info)	Notes
	Prefix and number	
	Title of course	
	Number of credits	
	UCORE or GenEd category (if applicable)	
	Pre-requisites	
	Current semester & year	

	Meeting Schedule	Notes
	Days/Times	
	Building(s)/room(s) (if known) and/or online space	

	Instructor Information	Notes
	Name	
	Office location	
	Office hours	
	Contact information: phone, e-mail	

	TA, Lab Instructor Information (If Appropriate)	Notes
	Name	
	Office location	
	Office hours	
	Contact information: phone, e-mail	

	Required and/or Recommended Textbooks And Course Materials	Notes
	How to obtain/purchase	

	Student Learning Outcomes and Assessment	Notes
	Learning outcomes and means of assessment are required in every syllabus. See pages 7-11 of this checklist for description and suggestions. **UCORE courses** should include the target UCORE goals. **Vancouver** courses should include student learning outcomes for the course and show how they align with UCORE goals or degree SLOs.	
	Clearly identify how coursework contributes to student learning outcomes (including in-class, online, and other out-of-class components)	

Required Components

Week-To-Week Course Outline	Notes
Include dates of additional activities (e.g., field trips, competitions, or other commitments). See Academic Calendar.	

Description of Required Assignments	Notes
Describe all types of assignments used for course	

Grading Policy	Notes
Relative weighting of required assignments	
Requirements to earn specific grades: letter-grade equivalencies (such as, numerical scores for an A, B, C, D, or F) or other grading criteria to determine student progress and grades. See the EPPM on syllabi and University Academic Regulation #90: http://registrar.wsu.edu/grades-and-gpa/.	
Late assignments	

Attendance Policy	Notes
Describe your attendance policy. How many absences are allowed before grades are impacted? Note: attendance cannot count for more than 25% of the course grade.	
Make-Up Laboratories: be specific--do you allow or not?	
Make-Up Exams: be specific--do you allow or not?	

WSU Reasonable Accommodation Statement	Notes
"Students with Disabilities: Reasonable accommodations are available for students with a documented disability. If you have a disability and need accommodations to fully participate in this class, please either visit or call the Access Center (Washington Building 217; 509-335-3417) to schedule an appointment with an Access Advisor. All accommodations MUST be approved through the Access Center. For more information contact a Disability Specialist on your home campus: **Pullman or WSU Online**: 509-335-3417 http://accesscenter.wsu.edu, Access.Center@wsu.edu **Spokane**: https://spokane.wsu.edu/studentaffairs/disability-resources/ **Tri-Cities**: http://www.tricity.wsu.edu/disability/ **Vancouver**: 360-546-9138 http://studentaffairs.vancouver.wsu.edu/student-resource-center/disability-services **Graduate-level courses:** Faculty may also use the statement available on the GSC website: https://gradschool.wsu.edu/rights-and-responsibilities/	

Required Components

WSU Academic Integrity Statement (Choose one or adapt)	Notes
Instructors may use, adapt, or combine any of these options, as suits their context. Option 1: "Academic integrity will be strongly enforced in this course. Any student caught cheating on any assignment will be given an F grade for the course and will be reported to the Office Student Standards and Accountability. Cheating is defined in the Standards for Student Conduct WAC 504-26-010 (3). It is strongly suggested that you read and understand these definitions." Option 2: "I encourage you to work with classmates on assignments. However, each student must turn in original work. No copying will be accepted. Students who violate WSU's Standards of Conduct for Students will receive an F as a final grade in this course, will not have the option to withdraw from the course and will be reported to the Office Student Standards and Accountability. Cheating is defined in the Standards for Student Conduct WAC 504-26-010 (3). It is strongly suggested that you read and understand these definitions." Option 3: "Academic integrity is the cornerstone of the university. Any student who attempts to gain an unfair advantage over other students by cheating, will fail the assignment and be reported to the Office Student Standards and Accountability. Cheating is defined in the Standards for Student Conduct WAC 504-26-010 (3)." Option 4 (from WSU Online): "Academic integrity is the cornerstone of the university. You assume full responsibility for the content and integrity of the academic work you submit. You may collaborate with classmates on assignments, with the instructor's permission. However the guiding principle of academic integrity shall be that your submitted work, examinations, reports, and projects must be your own work. Any student who violates the University's standard of conduct relating to academic integrity will be referred to the Office of Student Conduct and may fail the assignment or the course. You can learn more about Academic Integrity on your campus using the URL listed in the Academic Regulations section or to http://academicintegrity.wsu.edu/resources-for-faculty/. Please use these resources to ensure that you don't inadvertently violate WSU's standard of conduct."	

Safety and Emergency Notification	Notes
Classroom Safety Information Classroom and campus safety are of paramount importance at Washington State University, and are the shared responsibility of the entire campus population. WSU urges students to follow the "***Alert, Assess, Act***" protocol for all types of emergencies, and the *"Run, Hide, Fight"* response for an active shooter incident at http://police.wsu.edu/activeshooter.html. Remain **ALERT** (through direct observation or emergency notification), **ASSESS** your specific situation, and **ACT** in the most appropriate way to assure your own safety (and the safety of others if you are able). Please sign up for emergency alerts on your account at MyWSU. For more information on this subject, campus safety, and related topics, please view the FBI's *Run, Hide, Fight* video and visit the safety portal [https://faculty.wsu.edu/classroom-safety/] .	This is university-wide information that can be extended with additional campus-specific information. Feel free to cut and paste into your syllabus.

WSU Syllabus Checklist

B. Syllabus Checklist – Recommended

Grading Policy – Incompletes	Notes
Assigning Incompletes: University policy (Acad. Reg. #90) states that Incompletes may only be awarded if: "the student is unable to complete their work on time due to circumstances beyond their control".	

Instructor-Specific Expectations	Notes
Do you have policies about cell phones and text messaging in class, late papers, or late arrivals to class? What are your expectations regarding procedures relating to safety? Do you remind freshmen and sophomores to keep papers for Writing Portfolio submissions?	

Instructional Methods	Notes
Will you be using group work or peer review? Do you expect students to collaborate or work independently? Will your course be a combination of lecture and interactive discussion? Do you have hands-on projects and opportunities for critical inquiry? Spell out expectations of groups vs. individual work, evaluation of group work, permissible re-writes or revisions, allowable collaboration, and so on. For more suggestions see: http://admin.vancouver.wsu.edu/academic-affairs/instructional-approach-and-student-responsibilities-sample-language.	

Instructor Interaction	Notes
For all courses, identify best ways and times for students to contact you (ie, preferred by email or another way). For online or blended courses, how will you interact with students? State these practices clearly so all students understand how/when they have access to you.	

Expectations for Student Effort	Notes
Provide clear guidance for how much time and effort students should expect to invest in the course. (In particular, students new to online coursework may poorly estimate time and effort required, and how that work will be assessed.) All instructors should familiarize themselves with WSU's definition of credit hour (see academic regulation 27).	

Blackboard/Course Website	Notes
It is recommended that you not use your personal webpage for providing course materials or communicating with your students. See https://learn.wsu.edu/webapps/login/	

Recommended Components

	Final Exams	Notes
	"Final exams are scheduled the last week of the semester; the Registrar will send out an e-mail informing students of the day/time for your exam."	

	Important Dates and Deadlines	Notes
	"Students are encouraged to refer to the academic calendar often to be aware of critical deadlines throughout the semester. The academic calendar can be found at http://registrar.wsu.edu/academic-calendar/."	

	Weather policy	Notes
	Example: *For emergency weather closure policy, see:* http://alert.wsu.edu/	

Good Practices

C. Student Learning Outcomes and Assessment: Good Practices

Student Learning Outcomes (SLOs)

- Identify concrete skills and knowledge the students must develop and be able to apply upon completion of a course or program

- Are observable and measurable – can be demonstrated by a student in an assignment, project, exam or performance

- Required on all syllabi

  See **Developing Student Learning Outcomes** (http://vpue.wsu.edu/policies/) for additional recommendations.

Linking Student Learning Outcomes (SLOs)
Good practice includes mapping and linking learning outcomes, topics and assessments. The form this takes may vary by course and the overall goals of the course. The following pages offer grids to help instructors map SLOs and evaluations in different types of courses:

1. Undergraduate Courses - pg. 8

2. UCORE Courses (University Common Requirements for Undergraduates) - pg. 9-10

   If your undergraduate course has a UCORE designator [ROOTS], [QUAN], [WRTG], [COMM], [SSC]I [HUM], [ARTS], [PSCI], [SCI], [BSCI],[DIVR], [CAPS], it is a UCORE course. Check the schedule of classes or WSU catalogue to confirm.

3. Graduate Courses - pg. 11

(Adapted from: http://admin.vancouver.wsu.edu/academic-affairs/required-components)

Good Practices

SECTION 1: UNDERGRADUATE COURSES

1. Identify the course's student learning outcomes, taking into account the course description in the WSU catalog. It is also recommended that you contact your department to see where this course fits into the degree program curriculum (curriculum map).

2. Using the template below, create a grid with three columns:
   - "Student Learning Outcomes"—the outcomes you identified in #1
   - "Course Topics/Dates"—the topics and scheduled dates where you plan to address the particular outcome
   - "Evaluation of Outcome"—the assignment or activity that will be used to assess the outcome.

EXAMPLE CHART:

Student Learning Outcomes At the end of this course, students should be able to:	Course Topics/Dates The following topic(s)/dates(s) will address this outcome:	Evaluation of Outcome: This outcome will be evaluated primarily by:
Write a statement for each of the SLO you identified: (start statement with a verb)	*List the course topic and date you plan to address this outcome*	*List the ways you will evaluate progress made towards this outcome (writing, activities, exams, essays, report, etc.)*
EXAMPLE: Define basic terms and concepts in scientific methodology and analysis		
EXAMPLE: Locate, categorize, critique, and evaluate sources of scientific information		
EXAMPLE: Contextualize, discuss, and compare key scientists, advances, and theories in the biological sciences		

Good Practices

SECTION 2: UCORE COURSES (University Common Requirements for Undergraduates)

1. Identify the student learning outcomes for your undergraduate course, taking into account the course description in the WSU catalog. It is also recommended that you contact your department to see how this course fits into the program curriculum and its student learning outcomes.

2. Match the course's student learning outcomes with the required WSU Learning Goals (http://ugr.wsu.edu/faculty/7goals.html) specific for your course:

Category of UCORE Course	*Learning Goal(s)*
Roots of Contemporary Issues [ROOTS]	Diversity Critical and Creative Thinking Information Literacy Communication Depth, Breadth and Integration of Learning
Quantitative Reasoning [QUAN]	Quantitative Reasoning Critical and Creative Thinking Information Literacy
Written Communication [WRTG]	Communication Information Literacy Diversity: i.e., adapting a message to one's particular audience
Communication [COMM]	Communication Information Literacy Diversity: i.e., adapting a message to one's particular audience
Inquiry in the Social Sciences [SSCI]	Critical and Creative Thinking Quantitative Reasoning Information Literacy
Inquiry in the Humanities [HUM]	Critical and Creative Thinking Information Literacy Communication
Inquiry in the Creative and Professional Arts [ARTS]	Critical and Creative Thinking Information Literacy Communication
Inquiry in the Natural Sciences [PSCI], [SCI], [BSCI]	Scientific Literacy Critical and Creative Thinking Quantitative Reasoning Information Literacy
Diversity [DIVR]	Diversity Critical and Creative Thinking Information Literacy Communication
Integrative Capstone [CAPS]	All Learning Goals, especially Depth, Breadth and Integration of Learning

Good Practices

3. Using the template below, create a grid with four columns:
   - UCORE Goals
   - "Student Learning Outcomes"—the outcomes you identified in #1
   - "Course Topics/Dates"—the topics and scheduled dates when you plan to address the particular outcome
   - "Evaluation of Outcome"—the assignment or activity that will be used to assess the outcome

EXAMPLE CHART:

WSU Learning Goals of the Baccalaureate	Student Learning Outcomes: At the end of this course, students should be able to:	Course Topics/Dates The following topic(s)/dates(s) will address this outcome:	Evaluation of Outcome: This outcome will be evaluated primarily by:
List the WSU Learning Goal(s) addressed by this outcome	*Write a statement for each of the Learning Outcomes you identified: (start with a verb)*	*List the course topic and date you plan to address this outcome*	*List the ways you will evaluate progress made towards this outcome (writing, activities, exams, essays, report, etc.)*
Scientific Literacy	EXAMPLE: Define basic terms and concepts in scientific methodology and analysis		
Information Literacy	EXAMPLE: Locate, categorize, critique, and evaluate sources of scientific information		
Communication, Scientific Literacy)	EXAMPLE: Contextualize, discuss, and compare key scientists, advances, and theories in the biological sciences		

4. All UCORE courses must include a writing component. The UCORE committee did not stipulate a specific writing requirement, but stated that UCORE courses must require student writing of various kinds, both formal and informal, in order to provide adequate instruction in writing skills and to provide a wide range of student experiences in writing for many purposes and audiences. The committee asked for "detail about writing assignments."

Good Practices

SECTION 3: GRADUATE COURSES

1. Identify the student learning outcomes for this course, taking into account the course description in the WSU catalog. It is also recommended that you contact your department to see how this course fits into the program curriculum.

2. Using the template below, create a grid with three columns.

3. Add learning outcomes and assessment statements relevant to your particular graduate program.
   - *Where do I find the learning outcomes and assessment statements for my graduate program?* Each graduate program has established student learning outcomes. If you are uncertain of what these learning outcomes are, check with your graduate chair or director.

EXAMPLE CHART:

Student Learning Outcomes for this course: At the end of this course, students should be able to:	Course Topics/Dates The following topic(s)/dates(s) will address this outcome:	Evaluation of Outcome: This outcome will be evaluated primarily by:
Write a statement for each of the Learning Outcomes you identified: *(Start your statement with a verb)*	*List the course topic and date you plan to address this outcome*	*List the ways you will evaluate progress made towards this outcome (writing, group activities, exams, essays, report, etc.)*
EXAMPLE: Understand how research is situated in a scholarly discourse embedded in the literature.		
EXAMPLE: Select appropriate methods to investigate research questions.		
EXAMPLE: Develop graduate-level writing and oral presentation skills through course assignments.		
EXAMPLE: Synthesize research systematically.		

Policies

Links to Selected Academic Policies related to Courses and Syllabi

1. WSU syllabus recommendations and related policies: http://vpue.wsu.edu/policies/

2. Academic Calendar: http://registrar.wsu.edu/academic-calendar/

3. Grades: http://registrar.wsu.edu/grades-and-gpa/

4. Faculty Senate: Educational Policies and Procedures Manual (EPPM) regarding Course Syllabus:
   The instructor(s) of each course shall make available to enrolled students a course syllabus which should (a) be presented during the first week of class, (b) contain expected student learning outcomes and (c) include information about the method(s) to be used for evaluation of student progress and determination of grades. The University, College or Academic Unit may, in published policies, specify additional information to be included in course syllabi.

5. Academic Regulations: You may want to refer to the following University Academic Regulations when designing your syllabus (http://registrar.wsu.edu/academic-regulations/.
   - **Academic Regulation #50: Pass, Fail Grading Options**
     http://www.catalog.wsu.edu/General/AcademicRegulations/Search/both/pass%2c_fail_grading_options
   - **Academic Regulation #73: Excused absences:** policies and procedures should be spelled out in the syllabus and adhered to.
     http://www.catalog.wsu.edu/General/AcademicRegulations/ListBy/73
   - **Academic Regulation #78: Three or more Exams in One Day:** If a student has three or more final exams scheduled in one day, any one of the instructors may make alternate arrangements as specified in the regulation.
     http://www.catalog.wsu.edu/General/AcademicRegulations/ListBy/78
   - **Academic Regulation #79: Closed week**: No examinations or quizzes (other than laboratory examinations, make-up examinations, and make-up quizzes) may be given during the last week of instruction. Note that special arrangements may be necessary for paper-proctored exams at a distance.
   - **Academic Regulation #80**: **No early examinations**: A student will not be granted special examinations for the purpose of leaving the institution before the close of the semester.
   - **Academic Regulation # 90: Grades and Grade Points**
     http://www.catalog.wsu.edu/General/AcademicRegulations/ListBy/90
   - **Academic Regulation #98: Correction of Grade Errors**
     http://www.catalog.wsu.edu/General/AcademicRegulations/ListBy/98
   - **Academic Regulation #104: Academic Complaint Procedures**
     http://www.catalog.wsu.edu/General/AcademicRegulations/ListBy/104

University Core Requirements (UCORE)
http://www.catalog.wsu.edu/Catalog/Content/UniversityCommonsReqs.pdf