

## College of Arts & Letters- Curriculum Committee Syllabus Checklist and Guide

**Purpose:** To serve as a guideline for college faculty to create a comprehensive syllabi and meet the requirements for the College of Arts & Letters Curriculum Committee Review.

**Instructions:** Provide the following information in roughly the same order on your syllabus. The links are provided for additional information. ***Most importantly: Always align and update your syllabus information with the information you provide in the Form A- Course Proposal in Workflow.***

### **Step 1: Basic Information**

*Include the following basic information:*

- Course Number and Catalog Title of Course
- Anticipated semesters and soonest year of course offering. See the CSUS webpage under [Academic Affairs-Curriculum Workflow](#) more information.
- Anticipated regular days/times of class meetings
- Anticipated classroom location and delivery method (face to face, hybrid, or online-synchronous/asynchronous)
- Instructor's name, office location, telephone number, email and office hours
- Number of units
- Co-requisites and Pre-requisites (if any)
- GE Area and/or Major Requirement (if any)
- Approval required for enrollment (if any)
- Specify if this is a paired course
- Specify if this is a cross-listed course
- Specify if the course designated as a Service Learning course
- Catalog Course Description verbatim. If none yet exists, please follow [these guidelines from the CSUS Policy Manual](#) when creating a new one.
- Specify the Course Classification (CS Number) (C-#). Here is a link to the list: [CSU Office of the Chancellor Course Classification Number List from Academic Affairs](#)

### **Step 2: Expected Learning Outcomes (ELO's)**

*In numbered form, provide a clear description of the measurable expected learning outcomes (ELO's) for the course. The [Association of College and University Educators \(ACUE\) website](#) is an up-to-date guide with links and resources for implementing ELO's, Assessment and Teaching Strategies.*

- Each ELO is written with the implied format: "Students will be able to..."
- Each ELO has only **one** action verb or in some cases a **maximum of two** related action verbs associated with it. Refer to this pdf: [ACUE Action Verbs List for Writing Powerful Outcomes](#)
- Each ELO is associated with one or more corresponding assessment strategies. (see step 3)
- The majority of all of the ELO's correspond to the upper levels of Bloom's Taxonomy- apply, analyze, evaluate and create. Refer to this pdf: [ACUE Assessment and Bloom's Taxonomy Levels](#)
- Any required GE ELO's are listed separately following the same format as above. (*note- the A&L Curriculum Committee does not review the GE ELO's, Assessments, or Content.*)

### Step 3: Assessment and Course Schedule

*Include the following assessment information. Assessment strategies must be directly linked to Expected Learning Outcomes (ELO's).*

- A description of the assessment strategies which directly reference one or more ELO's.

For example:

- Critical Analysis Essay (**ELO 3**) (20% of grade): Students shall complete a 1500 word essay based on readings and lectures on a topic provided a week before the due date.
  - Final Exam (**ELO 1,2,3**) (30% of grade): Students shall complete a multiple choice online exam.
- A grading scale approved by your department and the university i.e.) A= 100-94%, B=86-83%
- Description of the grading system: i.e.) weight of components, bonus points, grading on a curve
- Any minimum requirements for a passing grade: i.e.) number of assignments completed, minimum scores on exams, final assignment grade etc.
- Options for variable units and a clear set of expectations if this is the case.
- A weekly schedule of topics covered which includes readings and/or activities.

### Step 4: Additional Course Details

*Additional information can be provided such as information on the relevance of the course material, overall goals for the class, equity statements, and other Learner Centered Elements.*

- [Link to Catalog Page for Academic Policies](#) for credit/no credit, incomplete or withdrawal
- [Link to University Policy Manual Page for Academic Honesty Policy and Procedures](#)
- [Link to CSUS Campus Library Webpage on Plagiarism](#)
- Policy on attendance, late arrivals and their effect on grading
- Policy on late work, make-up work, and exams
- Statement and link for directing students to resources for accommodations. For example:

*“Students with disabilities who require accommodations need to provide disability documentation to Services to Students with Disabilities (SSWD), Lassen Hall 1008, (916) 278-6955 (phone) and [SSWD Website](#). Please feel free to set up an appointment with me to discuss your approved accommodations. This syllabus and course materials are available in alternate formats upon request. In addition, as your instructor, I feel I have a responsibility to actively support culturally diverse learners with a wide range of learning styles and abilities and to be culturally responsive in my teaching practices. Feel free to discuss your progress in this course with me at any time.”* From: CSUS - Services to Students with Disabilities (SSWD)

- Required or recommended field trips (if any)
- Required course fees (if any)
- Required PPE or Safety Training (if any)

- Technology requirements for the course: Internet connection, student response systems, software, hardware etc.
- Materials requirements for the course: office supplies, toolkits, etc.
- Text/Reading requirements for the course: course readers, texts, textbooks (as best as known)
- Specify any unique required or recommended activities or obligations that might take place outside of scheduled class time and any additional personal expenses that might occur
- Policy on cell phone and laptop use in the classroom
- Policy on recording class sessions
- A syllabus formatted to follow CSUS Accessible Syllabus Best Practices:  
[CSUS IRT Accessible Syllabus Template PDF](#) and [CSUS IRT Course Accessibility Checklist Link](#)
- For more help and resources on creating Learner-Centered, best practice syllabi, consult:  
[CSUS Center for Teaching and Learning Website](#)