

SYLLABUS CHECKLIST

Version 1.1 (April 2006)

The Academic Affairs Committee (AAC) of the Seaver Faculty Association offers this syllabus checklist as an aid to all professors, especially those preparing syllabi for General Education courses. Although there is no “one size fits all” template for syllabi, and some elements listed below may not be applicable to all classes, a good syllabus should address all applicable matters listed here. The AAC welcomes feedback on this document and hopes to continually improve it to meet the needs of Seaver College professors.

Logistical Information

- Course title and number
- Semester and year
- Class time and room

Contact Information

- Professor’s name
- Professor’s title or division
- Professor’s office telephone number
- Professor’s e-mail address
- Professor’s office location and office hours

Note: If the course involves lab assistants, tutors, or other personnel with whom the students are expected to interact regularly, this information should be provided for them as well.

Role of the Course in Seaver College

- Course credit
 - Number of credit hours
 - Applicability, if any, to GE requirements
 - Applicability, if any, to major or certificate requirements
 - “Writing intensive” status, if applicable
 - Prerequisites, if applicable
- Relationship of the course to the Christian mission of Pepperdine University

Course Components

- Course description (at a minimum, the catalog description)
- Course goals (broad statements of purpose)
- Course objectives (measurable outcomes)
- Course resources
 - Required textbooks and readings (with full bibliographical information) and materials
 - Required software (including Blackboard or other internet tools)
 - Recommended textbooks and readings (with full bibliographical information) and materials

- Course activities
 - Schedule of required readings
 - Schedule of required activities, projects, trips, lab sessions, field experiences, etc.
 - Schedule of examinations and quizzes
 - Schedule of assignment due dates
- Teaching and learning
 - Description of instructional techniques and class format, with rationale for each
 - Learning expectations
 - Indications of student learning
 - Examinations and quizzes
 - Papers
 - Attendance
 - Nonverbal communication
 - Class participation and questions
 - Discussion after class
 - Office visits
- Course policies
 - Grading policies
 - Grading criteria
 - Grading rubrics, as appropriate
 - Grading scale, as appropriate
 - Extra credit policies
 - Non-grading feedback
 - Required documentation style for papers
 - Academic integrity/honor code statement
 - Code of conduct
 - Classroom behavior
 - Laboratory procedures, if applicable
 - Institutional Research Board procedures, if applicable
 - Attendance policy
 - Policy on acceptance of late work
 - Policy on make-up assignments and tests
 - Statement of accommodation for document learning disabilities