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:
"Sacramento State is committed to ensuring an accessible learning environment where course or instructional content are usable by all students and faculty. If you believe that you require disability-related academic adjustments for this class (including pregnancy-related disabilities), please immediately contact Disability Access Center (DAC) to discuss eligibility. A current accommodation letter from DAC is required before any modifications, above and beyond what is otherwise available for all other students in this class will be provided. Please be advised that disability-related academic adjustments are not retroactive. DAC is located on the first floor of Lassen Hall 1008. Phone is 916-278-6955 and e-mail is dac@csus.edu*. For a complete listing of services and current business hours visit the* [Disability Access Center Website.](#)

☐ **All other required [University syllabus policy language](#)**
- o Including but not limited to:
  - Course Information, including the course format
  - Course Policies & Grading Information
  - Student Health Counseling, & Wellness Information
  - CARES
  - Title IX
  - And all other required University syllabus policy information at the time of creating your syllabus.

☐ Suggested language from [Student Conduct](#):
Faculty Syllabus statement on ChatGPT:
In accordance with university policy, disruptive behavior in the classroom will not be tolerated. Disruptive behavior is defined as any actions that interfere with the process of teaching and learning. If behavior is perceived to be disruptive, you will be informed that your actions are disruptive and asked to cease the behavior. If the behavior continues, you may be dismissed from the class and referred to the Office of Student Conduct. If you fail to leave the class, the University Police Department may provide assistance. As a student, it is important to understand and abide by these policies in order to maintain a positive and productive classroom environment. The full policy can be found here: https://www.csus.edu/umanual/student/stu-0112.htm
Statement for Disruption:
At Sacramento State, academic dishonesty is a serious offense, a violation of the Student Conduct Code(https://www.csus.edu/umanual/student/ums16150.htm), and will not be tolerated. Academic dishonesty is defined as any act of cheating or plagiarism, including the use of artificial intelligence or ChatGPT to generate or complete work. All students are expected to be familiar with and adhere to the Academic Honesty Policy as outlined in the Academic Honesty Policy (https://www.csus.edu/umanual/student/stu-100.htm). Violations of the policy will result in disciplinary action and/or academic sanctions. Academic sanctions may include an oral reprimand, reduction in an assigned grade or failing grade, or a referral for administrative/disciplinary sanctions.

☐ 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](#)