



Loyola Marymount University  
Center for  
Teaching Excellence

### Syllabus Checklist

Please use this checklist to review your syllabus. Items marked with \* are essential for all courses. Items marked with ¥ are essential for online/hybrid courses but optional for in-person courses. Some Schools/Colleges, departments or programs require additional items. Please check with your Department Chair/Program Director. Suggested wording is provided in the Appendix.

#### I. **GENERAL INFORMATION: UNIVERSITY & COURSE**

- \* Include the University name, semester and year.
- \* List course number, title, section number, days, time (start and end), classroom location, and credit hours.
  - ¥ Provide synchronous course meetings dates/times.
  - ¥ Indicate meeting requirements (if applicable) for asynchronous courses or state there are no synchronous meetings requirements; describe expectations for frequency of engagement.

#### II. **INSTRUCTOR CONTACT INFORMATION**

- \* List instructor name(s), title, location of office (if applicable) or ¥ online (i.e., Zoom room if applicable), preferred mode of contact (e.g., phone, email), and office hours.

#### III. **COURSE SPECIFIC INFORMATION**

- **Course Description:** Provide description from the most recent LMU Bulletin. Any additional information about the course is encouraged.
- **Core and/or Flagged courses:** If applicable, indicate whether the course satisfies a Core attribute and/or flag.
- **Course Structure:** Describe the modality of the course – in person, online (synchronous or asynchronous), or hybrid (include description of hybrid design).
- ¥ **Regular and Substantive Interactions:** Describe how student learning will be assessed, how feedback on assignments will be given, and the typical type and turnaround time for feedback.
  - If this course is asynchronous or contains asynchronous components, include instructions on how to access the course and list how interactions with faculty will occur.
- ¥ **Student Engagement:** Describe what meaningful student engagement looks like in this course. Describe how engagement will be assessed and process for reaching out to students who are not making progress or engaged in the course.
- **Prerequisites (if any).**
- \* **Required Text(s) and Other Required Learning Instruments (if any).** Include any webtools for homework assignments, subscriptions, etc. Consult with ITS for available resources at [its.lmu.edu/teaching](https://its.lmu.edu/teaching). Consult with librarians early in your course planning if you intend to adopt library resources or make course materials available through Reserves in the Library (<https://library.lmu.edu/reserves/>) or Brightspace E-Reserve. Consider exploring no-cost adoption of course materials through the Open & Affordable Textbook Initiative (<https://libguides.lmu.edu/OATI>).
- \* **Required Lab Fee(s) (if any):** Include only as discussed with Department Chair/Program Director, pursuant to College/School procedures or policies, if any, and as published in the Registrar's Real-Time Schedule of Classes.
- **Instructional Methods:** Describe instructional methods such as lecture, discussion, problem-based learning, group work, projects, presentations, critiques, community-based learning, portfolios, etc. Address how this will apply to synchronous and asynchronous aspects.

- **\* Learning Outcomes:** Describe what students will know, be able to do, and value upon successful completion of the course.
- **Assignments, including Readings, Projects (with grading rubrics, if available), etc.:** In addition to identifying the nature of assignments indicate policies. Include where the assignments will be posted, how the assignment due dates will be announced, how the assignments will be submitted, and what type of feedback will be typically provided and when and how.
- **Exams/Quizzes (if applicable):** Provide the policy on missed exams or quizzes. Provide information on how the Final Exam will be administered (e.g., take home or during the scheduled Final Exam date/time – available from the Registrar’s calendar)
- **\* Grading Scheme:** Be specific regarding the components of the grade, how each is weighted and include “floors” for each of the letter grades A (or A range) through D (or D range).
- **Attendance/Participation:** Describe how you will track attendance/participation and how this affects grades. Also check departmental/program/college/school policies and norms. If attendance/participation is required, discuss policies for situations such as student illnesses, international time differences in the case of synchronous online content, etc.
- **\* Work Load Expectations:** Indicate the average minimal time students are expected to spend per week on class-related learning activities and all substantial one-time activities (e.g., a weekend trip): <https://academics.lmu.edu/aprc/lmucredithourpolicy/>
- **Use of Technology:** Explain what will be used/required/optional/allowed and how to access it. For technology assistance, provide the following information as students may be dialing from off campus: ITS Service Desk (Phone: 310-338-7777 or 213-736-1097, Email: [servicedesk@lmu.edu](mailto:servicedesk@lmu.edu), Self-service: [its.lmu.edu/servicedesk](https://its.lmu.edu/servicedesk))
- **Extra Credit (if applicable):** If offered, it must be fairly offered to all students and announced in a timely manner, including how it will be factored into grading.
- **Student Support:** Provide information and links to student support offices on campus, such as Academic Resource Center; Student Psychological Services; Online Learning Support

#### IV. **UNIVERSITY POLICY STATEMENTS (REQUIRED)**

- **\* Academic Honesty:** <https://academics.lmu.edu/honesty/>
- **\* Americans with Disabilities Act – Special Accommodations:** <https://academics.lmu.edu/dss/>
- **\* Tentative Nature of the Syllabus:** Indicate that the syllabus may be revised. Describe how changes will be communicated to the class and that students are responsible for changes or modifications.

#### V. **OTHER POLICY STATEMENTS (RECOMMENDED)**

- **Expectations for classroom behavior:** <https://lmu.box.com/s/v2x89uspgbx3l23egcz7mjd6dbekcn60>
  - **Respect for Self and Others**
  - **Electronic Devices in the classroom**
- **Communication policies, including student responsibility for checking identified communication channels** (e.g., lion.lmu.edu email)
- **Reporting requirements of sexual or interpersonal misconduct:** <http://studentaffairs.lmu.edu/lmucares/>
- **Emergency preparedness information:** <http://www.lmu.edu/emergency>

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The original version of this checklist derives from Grunert O’Brien, J., Millis, B. & Cohen, M. *The course syllabus: A learning centered approach*, Anker Press (2008) and Nilson, L. *Teaching at Its Best*, Jossey Bass (2010). The checklist was developed by the Faculty Senate Committee on the Comprehensive Evaluation of Teaching (CCET) in 2010 and has since been maintained and updated by the CTE. The checklist was updated Summer 2020 to reflect changes due to COVID-19. The checklist was updated Summer 2021 to reflect changes required by the Department of Education for online courses; the format also returned to a Checklist with an Appendix of suggested language to include in the syllabi.