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/](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](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.
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.

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