


TCU Syllabus Checklist

for Academic Unit & College/School Curriculum Committee Review for Submission to Undergraduate & Graduate Councils

Notes: Grey text offer guides and instructions what should be included as well as resources faculty will find instructive.
Indicates required items. See [Academic Responsibilities and Procedures](#) in the Faculty Handbook.

Syllabus for Course: _____

Faculty: _____

Criteria Met?	Syllabus Content
Much of this section is a placeholder for information that will need to match registrar's information.	
Course Title, Prefix, Number, Section Semester and Year Number of Credits <u>Course Component Type</u> Class Location States if class will be online. Class Meeting Day(s) & Time(s) States (1) if online synchronous and notes any live sessions or (2) online asynchronous and note any synchronous sessions. Zoom Access Information States only for approved online courses.	Instructor Name Office Location Office Hours Indicates if virtual with access instructions. Preferred Method of Contact Email Response Time Indicates when students can expect a response after contacting the faculty.
Final Evaluative Exercise Placeholder for date and details. See: Final Evaluative exercise Policy , Rescheduling of Finals , and Finals' Calendar and Schedule	
Other Important Dates Includes details regarding special class meetings that deviate from typical course schedule. All activities should occur during days/times identified in course information with the registrar. Zoom is not an option for face-to-face classes.	
<u>Student Resources & Policy Information</u> Includes link and QR code.	
	
Course Description Includes language for/from course catalog.	
Prerequisites and/or Concurrent Enrollment States if none or how course builds on skills gained in earlier or concurrent courses.	
Program or major connections Notes ways the course prepares students for future courses, internships, and/or workforce.	
Required Materials Includes details on materials, texts, software, hardware, technology and the like that students need for the course. Notes any additional costs related to the course.	
Supplementary Resources Provides information on supplementary and/or remedial resources for course.	
Teaching Philosophy & Methodology Describes faculty beliefs about learning and teaching in its form and content, how these beliefs are translated into the teaching of this course and engagement with students. Includes knowledge that supports the philosophy and teaching methodology.	
Learning Outcomes have form (action the student should perform—compare and contrast, evaluate, analyze, apply, etc.), substance (content / subject matter), and tie to specific course activities or assessments as evidence to evaluate student learning.	
Course Learning Outcomes Includes outcomes for the course. Example: Students will utilize learning outcomes in course syllabi to identify the big ideas, and most important concepts, knowledge, skills, habits, etc. of the course and relate them to course activities and assignments.	

Criteria Met?**Syllabus Content**

Program or major Learning Outcomes Includes if applicable.

Example: Students will practice thinking and acting as ethical leaders and responsible citizens as they learn about and engage with the global community.

TCU Core Curriculum Outcomes If plans include vetting this undergraduate course for core attributes after it has been approved by Undergraduate Council, syllabus includes core outcomes and assignment(s) are aligned for the core outcomes. Vetting for core curriculum is a separate process from TCU course approval.

Courses approved by Undergraduate Council can be [submitted for core](#) at anytime (short or longer term).

Example: Students will exhibit the ability to use writing as a means of gaining and expressing an understanding of discipline-specific content.

Course Requirements

Assignments Describes each assignment and shows connections between assignments and learning outcomes. Also provides instructions on how students submit assignments, view grades, and see feedback.

Grading Philosophy & Policy Explains philosophy behind the approach to grading for the course and policy regarding grades and feedback on assignments.

Late Work Explains policy on late work. See [Student Absences](#).

Participation, Engagement & Attendance

Includes expectations of students and relation to the course grade.

Course Assignments & Final Grade

Provides an easy-to-read table of course assignments and possible points and percentage points for each.

Assignments	Percentage or Points
Quizzes & Exams	15
Participation & Engagement	15
Formal Writing & Research	15
Presentations	15
Critiques	15
Lab Reports	15
Final Evaluative Exercise	10
Total points/percentage possible	100

Grading Scale(s) Includes either the plus/minus or whole grade scale for course final grades and the appropriate undergraduate or graduate scale. Provides clear demarcation between grades particularly if the totaling of assignment grades can result in fractions of a point for the final grade. If a 50000-level course, provides graduate students with the graduate grading scales and graduate level assignments. While the letter grades must maintain the university structure, the points and/or percentages that delineate each letter grade are determined by faculty member. The table illustrates standard letter grades. The percentages for the final grade are examples.

Course Final Grade Scale Options						
Grade	Plus/Minus		Grade	Whole Letter		
	Undergraduate	Graduate		Undergraduate	Graduate	
A	94–100		A	90–100		
A-	90–93.99			B	80–89.99	
B+	87–89.99		C		70–79.99	
B	84–86.99				D	0–69.99
B-	80–83.99		F			0–59.99
C+	77–79.99					
C	74–76.99					
C-	70–73.99					
D+	67–69.99					
D	64–66.99	n/a				
D-	60–63.99					
F	0–59.99	0–69.99				

Course Policies Provides details on policies developed for this course. University policies students should know are in [Student Resources & Policy Information](#).

Technology Policies Explains policies relevant for your course.

Criteria Met?	Syllabus Content
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Course Schedule Presents plans and objectives mapped across the term. While the plans may need to change during the semester, the schedule offers a realistic insight into the scope and sequencing of the course and the regular and substantive interaction that is to occur during scheduled class sessions or online engagement to enhance the class learning opportunities. Notes topics to be explored in each class session as well as due dates for assignments, exams, projects, presentations, performances, and so forth. If changes occur, they will need to be clearly communicated. The table illustrates a possible schedule structure.

Date	Topic	Assigned Content	Due
Week 1 Days, Dates	Introduction & Syllabus	Read Syllabus	
Week 2 Days, Dates	Start of Unit	Unit Content	
Week 3 Days, Dates	Continuation of Unit	Unit Content	
Week 4 Days, Dates	Conclusion of Unit	Unit Content	
Week 5 Days, Dates	Assessment of Unit Learning Outcomes		Unit Assignment
Week 6 Days, Dates	Start of Unit	Unit Content	
Week 7 Days, Dates	Continuation of Unit Midterm U-Grades Due	Unit Content	
Week 8 Days, Dates	Spring/Fall Break		
Week 9 Days, Dates	Conclusion of Unit	Unit Content	
Week 10 Days, Dates	Conclusion of Unit	Unit Content	
Week 11 Days, Dates	Assessment of Unit Learning Outcomes		Unit Assignment
Week 12 Days, Dates	Start of Unit	Unit Content	
Week 13 Days, Dates	Continuation of Unit	Unit Content	
Week 14 Days, Dates	Conclusion of Unit	Unit Content	
Week 15 Days, Dates	Assessment of Unit Learning Outcomes		Unit Assignment
Week 16 Days, Dates	Course Overview		
Finals Date	Final Evaluative Exercise		

College/School Curriculum Committee Chair Signature

Date

Reviewer Comments:

Response to Reviewer Comments: