The course syllabus is created by the professor of the course and reflects the departmentally determined content guidelines and objectives as approved by the Academic Affairs Committee. Further, the syllabus reflects the creative and systematic work of the professor as they communicate a path to achieve those goals successfully within the context of their teaching practice.

Faculty are required to distribute a written syllabus to all students in their class, for each course they teach. This should either be stated on the first day of class or defined in cooperation with the class and confirmed in writing by the second week of the course. Instructors are also required to provide a copy of the syllabi for each course to their department chair. Major modifications to the course syllabus must be confirmed in writing.

This checklist is intended to assist faculty in creating an effective syllabus. Required content is based upon information provided in Section 3.2 of the faculty handbook.

### Syllabus Elements

**3.2.2 Syllabus.** The syllabus is an official statement of course policies. Faculty are required to distribute a written syllabus for each course. Faculty should make every effort to state course policies, procedures and expectations as clearly as possible. The syllabus must specify course objectives, method of grading, attendance policy, schedule of classes or topics, and texts, equipment, and materials as required. Objectives and requirements for each course should either be stated on the first day of class or defined in cooperation with the class and confirmed in writing by the second week of the course period. Major modifications to the course syllabus must be confirmed in writing. Courses approved for General Education Skills and/or Perspectives must state those guidelines and objectives.

### FORMATTING

- [x] The syllabus is available in an accessible format, per the Americans with Disabilities Act

  - For online or hybrid courses:
    - Syllabus available on a Moodle page so assignments, activities, and resources are auto-linked to ease course navigation.

### COURSE INFORMATION

- [x] Course discipline, number, and title
- [x] Course description (from the catalog) http://www.augsburg.edu/catalog/
- [x] Semester and year
- [x] Number of credits to be earned
- [x] Prerequisites, if any
- [x] General Education Skills and/or Perspectives satisfied, if any

### Faculty Information

- [x] Name, Augsburg phone and email, office location, other means of contact
- [x] Consider adding a summary of your teaching philosophy or approach.
- [x] Consider indicating your preferred pronouns.

### Office Hours

- [x] Faculty members must post and maintain regular weekly office hours in a regular location. Faculty members must also be available on campus by phone, e-mail, or appointment each week for student consultation. (Sec. 3.2.9)
- [x] Faculty are encouraged to attend chapel. Faculty should not hold office hours or make appointments with students during this time. (Sec. 4.1)

- [x] Preferred method of contact and your usual response time clearly stated
## Syllabus Elements

### 3.2.2 Syllabus

The syllabus is an official statement of course policies. Faculty are required to distribute a written syllabus for each course. Faculty should make every effort to state course policies, procedures and expectations as clearly as possible. The syllabus must specify course objectives, method of grading, attendance policy, schedule of classes or topics, and texts, equipment, and materials as required. Objectives and requirements for each course should either be stated on the first day of class or defined in cooperation with the class and confirmed in writing by the second week of the course period. Major modifications to the course syllabus must be confirmed in writing. Courses approved for General Education Skills and/or Perspectives must state those guidelines and objectives.

### For online or hybrid courses:
- Detail how students can receive answers to questions (e.g., email/Help Forum) and any synchronous options (e.g., Skype, Google Hangouts) available.
- HelpDesk email/phone/hours for assistance with technical problems/issues.

### MATERIALS

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<tr>
<td>✗</td>
<td>Textbook(s) and reading(s) indicating whether the material is required or optional. It is advised to be specific: include the title, author, edition/volume, format, and ISBN as applicable.</td>
</tr>
<tr>
<td>✗</td>
<td>Equipment required, including technology, if any</td>
</tr>
<tr>
<td>✗</td>
<td>Materials and other supplies required, if any</td>
</tr>
<tr>
<td>✗</td>
<td>Technology expectations stated. If you require or expect students to use certain software, including Moodle, be sure you state those expectations clearly. Be mindful of requiring technology and applications that may have privacy concerns, such as social media.</td>
</tr>
<tr>
<td>✗</td>
<td>Reserve items, including their location (Moodle course, online, Lindell Library, etc.), if any</td>
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### For online or hybrid courses:
- Course content is fully accessible (audio/video is captioned or transcripts are provided, PDF’s and publisher’s supplementary software are readable by assistive software)

### COURSE OBJECTIVES AND SCHEDULES

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<tr>
<td>✗</td>
<td>Departmentally defined course objectives (Sec. 3.2.2)</td>
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<tr>
<td>✗</td>
<td>General Education Skills and/or Perspectives guidelines and objectives, if applicable</td>
</tr>
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</table>
|✗ | Assignment descriptions (format, scope, outcomes)
  - The CLASS Office recommends you try to post and distribute all assignments at least one week prior to the due date. |
|✗ | Schedule of classes or topics that is likely to include topics, assignments, deadlines, and exam dates (Sec. 3.2.2)
  - The CLASS Office recommends you separate the course syllabus from the calendar and assignments. This makes it easier for students to locate the information they need. |
|✗ | Exam schedule.
  - The College expects that each course will have a final examination or other appropriate final project. Final examinations are to be given as scheduled during the final week of the semester. (Sec. 3.2.6) The final exam schedule can be found online: http://www.augsburg.edu/registrar/calendars/finals/ |
|✗ | Convocation schedule.
  - Faculty and students are encouraged to attend convocations. The schedule can be found online: http://www.augsburg.edu/registrar/calendars/convoschedule/ |

### For online or hybrid courses:
- Clear explanation (perhaps using audio/video) of course organization, navigation, and expectations.
- Course schedule available on a Moodle page so assignments, activities, and resources are auto-linked to easy course navigation

### EVALUATION

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|✗ | Define criteria on which work will be evaluated. (Sec. 3.2.7)
  - Provide assignment summaries and clarify expectations for graded experiences, including assignment details such as format, length, factors in grading and significance. |
### Syllabus Elements

**3.2.2 Syllabus.** The syllabus is an official statement of course policies. Faculty are required to distribute a written syllabus for each course. Faculty should make every effort to state course policies, procedures and expectations as clearly as possible. The syllabus must specify course objectives, method of grading, attendance policy, schedule of classes or topics, and texts, equipment, and materials as required. Objectives and requirements for each course should either be stated on the first day of class or defined in cooperation with the class and confirmed in writing by the second week of the course period. Major modifications to the course syllabus must be confirmed in writing. Courses approved for General Education Skills and/or Perspectives must state those guidelines and objectives.

| Required | Recommended
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#### Method of Grading

- Clarify how the final grade is calculated, including the scheme (e.g. 93% = A / 4.0), whether points or weighted; absolute or relative, a list of assignments and/or categories and the distribution and value of those experiences.

The general marking system ranges from 4.0 to 0.0 with definition as follows:

- 4.0 Achieves highest standards of excellence.
- 3.5 Achieves above basic course standards.
- 2.5 Meets basic standards for the course.
- 1.0 Performance below basic course standards.
- 0.5 Unacceptable performance (no credit for the course).

The College does not prescribe any one grading philosophy (e.g., setting an absolute standard, setting a relative standard suggested by the performance of the class, etc.) as being appropriate to all courses. However, the professor’s grading criteria should be defensible from both a personal philosophy and from the standards within the subject field or profession. Professors are strongly encouraged to make the assignment of grades above 2.0 truly representative of above basic standard performance. (Sec. 3.2.7)

#### Clarify expectations around when and where students can find their grade(s) (in accordance with FERPA) (e.g. Moodle)

#### Attendance policy (if attendance is a factor in grading). Be specific and adhere to your policy.

- The CLASS Office recommends you clearly state your attendance policy and put it in your syllabus. Students may need additional absences for disability-related reasons. The Disability Specialists can help you decide if additional absences are reasonable.

#### Participation policy (if participation is a factor in grading). Be specific and adhere to your policy.

#### Incomplete policy.

- A grade of I (Incomplete) may be given only in case of an extreme emergency. To receive an I grade, a student must file a petition (normally prior to the end of the course) with the Committee on Admissions and Student Standing stating the reasons for requesting it, the plan and date for removing it, and comments from the professor of the course. If permission to receive an “I” grade is granted, the Incomplete must be removed by the end of the following semester/trimester. (Sec. 3.2.7)

#### Exam details including the value, format, date, time, and location (including whether online or in-person).

- For online or hybrid courses:
  - Clear instructions on where to see feedback and grades. The use of the Moodle grade book is encouraged.

#### POLICIES & PROCEDURES

- Course policies, procedures and expectations should be stated as clearly as possible. (3.2.2)

- Policy on Academic Integrity (reference the student handbook) and consequences for violating the policy (i.e. include a clear consequence for cheating, plagiarism)

- Classroom Climate Expectations (atmosphere and manner, behavior, edict, classroom norms)

- Communication Guidelines

- Attendance Reporting. Faculty are required to report non-attendance and non-participation in courses. There may be implications for financial aid for students.

- Late Work. Be specific and adhere to your policy.

- Extra Credit

- Assignment submission guidelines (format, length, general requirements)
## Syllabus Elements

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<table>
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<th>Required</th>
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<th>On My Syllabus</th>
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<tr>
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<td></td>
<td>Disability Accommodations and Accessibility statement</td>
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<td>The CLASS Office recommends the following: <strong>“Disability Accommodations and Accessibility:</strong> If you need accommodations because of a disability, please contact the CLASS Office 612-330-1053 or stop by the Gage Center welcome desk on the link level of the Lindell Library.”</td>
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<td>Statement regarding respecting diverse viewpoints.</td>
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<td>Example:  “Take Responsibility for Privilege and Oppression. We acknowledge that racism, classism, ableism, homophobia, biphobia, transphobia, sexism, and other forms of oppression exist. We recognize that we have been systematically taught misinformation about our own group, as well as members of other groups. If we are part of a dominant group (e.g., white, male, upper/middle class, able-bodied, cisgender, heterosexual, etc.), we have unearned privileges that carry into the classroom and for which we are responsible. Being responsible means examining our words and actions, as well as considering how we can be allies to others. We cannot be blamed for the misinformation that we have learned and for taking unconscious advantage of our privilege, but we will be held responsible for repeating misinformation or engaging in oppressive behavior once we have learned otherwise.”</td>
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<td>Statement regarding inclusion and participation.</td>
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<td>Example:  “Statement of Inclusion and Participation: Augsburg College values the diversity of persons, perspectives, and convictions. Critical thinking, rigorous analysis, and open discussion across a full range of ideas lie at the heart of the College’s mission as an institution of higher learning. Essential to the College in living out its mission of educating students to be “informed citizens, thoughtful stewards, critical thinkers, and responsible leaders” is that the foundation be one of diversity, inclusion, equity, and intercultural competency.”</td>
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<tr>
<td>×</td>
<td></td>
<td>Intellectual Property. Statement regarding ownership of work and any policy regarding intent to use.</td>
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</tbody>
</table>
| ×        |             | Information on where to find the Student Guide for additional policies, procedures, and resources. 
http://inside.augsburg.edu/studentaffairs/studentguide/  |

**For online or hybrid courses:**

- Statement on proper “Netiquette” for online discussions.
- Specify type of file formats for submitted work.

### OTHER SUCCESS INFORMATION

| ×        | Credit Hours. Advise students on the expectations you have for students regarding the time commitment outside of class. As a general rule, for each it is two-three hours each week per credit. |
| ×        | Academic support information, such as The Writing Center, The Speaker’s Lab, tutoring, and department/program specific support. |
| ×        | Library Information  |
| ×        | Other helpful resources and success tips  |

**For online or hybrid courses:**

- Indicate how often student is expected to log on to the course
- Phone numbers for the Academic support information indicated above (for virtual help).