# Mesa Community College Course Syllabus Checklist

## Course Details:

1. Course name, number, & semester
2. When and where the class meets
3. Instructor’s name, office location & phone number
4. Instructor’s office hours and contact information
5. Lab or discussion section(s) time & place
6. Department’s office location

## Course Overview:

7. Course description (e.g., course catalogue)
8. Teaching approaches / activities (How will students learn the material?
   In-class, out-of-class? Online? Hybrid?)
9. Learning goals (outcomes) (what will students know, be able to do as a
   result of taking the class?)
10. Relative to content, what skills will students develop?
11. How does the course fit within the program of study?
12. How do the course goals support the program goals?
13. How do the course goals align with the general education goals?

## Course Requirements:

14. Course prerequisites (what prior knowledge and/or skills do students need for
   success?)
15. Textbooks and other required materials
16. Detailed description of how grades are calculated
17. How will student assessment occur? (tests, quizzes, homework, papers)
18. How do assignments, exams relate to learning goals?
   (e.g., why weekly quizzes: how do they support student learning?)
19. Grading policies: How will assignments be graded? Are there rubrics to
   guide the assignments to clarify expectations?
20. **Class management policies**: What is expected from the students? (Attendance, makeup exams, late policy, academic honesty, participation, extra credit, cell phones & personal computer usage during class, clickers)

21. **Course calendar**: In what sequence will the course content be taught? e.g., exam dates, due dates for major projects, other special dates (guest speaker, field trip, required readings, service-learning component, internships)

22. Recommended readings, podcasts, video clips


24. Related, how will students be informed about their progress and grades?

25. What resources are available to assist students? (Online lecture notes, study guides, sample quizzes, study groups, Academic Student Success Center, Academic Disability Center, Tutoring Center)

26. How will students be able to provide feedback about learning experiences? (i.e.: student feedback early in the semester, midterm?)

27. Learning Tools and suggested study habits (number of hours to study per week, graphic organizers, textbook resources, pre-tests, chapter reviews,

Considerations when creating the Course Syllabus)

- Are assignments connected to learning goals and teaching methods?
- How detailed and explicit should the syllabus be?
- Will there be some flexibility built into the schedule?
- Is the syllabus “user friendly?”
- Is the language encouraging, does it invoke excitement for the course, does it communicate instructor passion for the material, concern for student learning?

**Discipline Specific Considerations:**

- ________________________________
- ________________________________

