

## Saint Louis University – Syllabus Components

### **REQUIRED** (beginning in Fall 2019)

Saint Louis University's [Course Syllabus Policy](#) requires the following information (at a minimum) be included in all course syllabi. Academic units also may require additional items to be included in course syllabi, and individual instructors may add other course-specific information as desired.

#### **1. Course Information**

- Course number/section
- Course meeting time(s) [if applicable]
- Location [if applicable]
- Pre-requisites/Co-requisites [if applicable]
- Catalog Course Description

#### **2. Instructor Information**

- Instructor name (including TA and peer instructors, if applicable)
- Where, when, and how to contact the instructor

#### **3. Learning**

- List course outcomes, objectives, and/or competencies

#### **4. Required Materials, and/or Equipment**

- Textbooks and/or course texts
- Other materials and/or equipment (e.g., calculators, art supplies, lab safety equipment, medical equipment, hardware requirements, software access, virtual proctoring requirements, digital storage devices, special clothing, musical instruments, etc.)

#### **5. Evaluation and Grading**

- List of components on which students will be evaluated (e.g., exams, projects, essays, participation, presentations, etc.)
- Grading scale(s) governing the course
- Policy on late or missing work/exams
- Penalties on missed classes and/or tardiness [if applicable]

#### **6. Attendance**

- Expectations for student attendance / presence in the course

#### **7. Academic Honesty/Integrity**

- Insert and/or link to the approved language, which can be found [here](#). You may also link to the University Policy posted [here](#).

#### **8. Disability Accommodations**

- Insert and/or link to the approved text, which can be found [here](#). The School of Law, School of Medicine, and SLU Madrid may have alternative versions due to accreditation, regulatory, and/or location-specific differences.

#### **9. Title IX**

- Insert and/or link to the approved text, which can be found [here](#). The School of Law, School of Medicine, and SLU Madrid may have alternative versions due to accreditation, regulatory, and/or location-specific differences.

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### **10. Mandatory Statement on Face Masks (Fall 2020)**

- The required syllabus statement requiring face masks, which can be found [here](#), reminds students about the University's [Interim Policy on Face Masks](#), as well as ADA accommodation information. This syllabus statement must be added – *temporarily* – to every course syllabus.

### **11. TEMPORARY Mandatory Syllabus Statement on In-Class Attendance & Participation**

SLU's current [University Attendance Policy](#) does not address challenges related to in-class attendance (and in-person participation in class-related activities) raised in the COVID-19 era. Accordingly, [this temporary syllabus statement](#) is required for all syllabi for all courses at all locations (except the Madrid Campus) offered by the colleges/schools and other academic units reporting to the University Provost.

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### **RECOMMENDED**

In addition to **Required** items listed above, many instructors also find it useful to include information or guidance on a range of other topics. The following list is drawn from common practices at SLU, as well as from the literature on effective syllabus construction and on creating inclusive courses that support student learning and success. This list is by no means exhaustive or in order of priority. Note: for some academic units, items on this list also may be required.

#### **Additional course information:**

- An expanded description of the course, its priorities, key concepts, etc.
- Course schedule with due dates for assignments, exams, reading, and other activities
- Disclaimer about the possibility of changes to the course schedule

#### **Additional instructor information:**

- Instructor office location and office hours

#### **Additional information about learning activities / assignments:**

- Description of informal learning activities students will engage in (e.g., informal in-class activities, participation expectations, service-learning experiences)
- Articulation of the link between course assignments/activities and stated learning outcomes, objectives, and/or competencies

#### **Additional information about course materials:**

- Recommended and/or optional readings or texts
- Information about accessing electronic reserves

#### **Additional information about student support resources:**

- University-wide academic success and support resources
  - [\[LINK TO RECOMMENDED TEXT FOR STUDENT SUCCESS CENTER\]](#)
  - [\[LINK TO RECOMMENDED TEXT FOR UNIVERSITY WRITING SERVICES\]](#)
- Course-/program-specific support resources [if applicable]
- Other campus resources relevant to the course (e.g., liaison librarian, residence hall coordinator for learning community courses, etc.)

#### **Additional information about academic honesty:**

- Unit-level academic honesty policies and practices [if applicable]
- Course-specific guidance on academic honesty
- Statements of professional ethics or codes of conduct [if applicable]

#### **Other information:**

- Course etiquette/civility policies or other expectations about interactions between and among members of the class
  - With a significant number of SLU courses now being conducted via various distance education modalities, a [University-wide recommended syllabus statement on distance education etiquette](#) is warranted. This statement is recommended for all syllabi for all courses at all locations (except the Madrid Campus) offered by the colleges/schools and other academic units reporting to the University Provost.
- Information about what will happen in cases of inclement weather

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- Information about relevant safety/security protocols and procedures (e.g., location of eye wash stations; active shooter response, etc.)
- Distinction between “excused” and “unexcused” absences [if applicable]
- Statement that student work in the course may be used in course/program assessment
- Information about requirements for experiential/off-campus learning (e.g., liability waiver, background check, internship learning contract, service expectations, etc.)

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### **OTHER CONSIDERATIONS**

Below are additional suggestions drawn from the literature on effective syllabus construction and adopted by some SLU instructors. The [Reinert Center for Transformative Teaching and Learning](#) can assist instructors who wish to learn more about items on this list. The Reinert Center website also may provide additional information about these considerations.

1. Employ [universal design standards](#) to ensure syllabi are accessible for all students.
2. Include a graphic/visual representation of the major components of the course to give students a sense of the purpose and relationships among the components of the course. Learn more about the graphic syllabus [here](#).
3. Include content warnings for content that may inadvertently trigger students who have experienced trauma. Learn more about creating inclusive content statements [here](#).
4. Include a basic needs security statement ([like this one, which was developed at SLU](#)) to alert students to campus resources for things like food and shelter insecurity.
5. Share a brief description of the instructor’s philosophy of teaching to give students a way of understanding how she teaches and why.
6. Explain what constitutes successful “engagement” or “participation” in the course to make those expectations explicit and visible (can be especially helpful for first-generation and international students).
7. Share tips for how to be successful in the course (e.g., guidance on effective study strategies, tips for reading course content effectively).