This checklist is a guide for your syllabus, which is to be submitted with new course proposals. The UPCC requires the following information to be on your syllabus to adequately review course proposals for completeness of information. This is for your convenience only, and is not to be returned with your course proposal.

Course Information

____Course designator, number, and full title

____Course description

____Number of credit hours

____Prerequisites (previous courses, knowledge, and skills)

____URL for Syllabus/Course

Faculty Information

____Instructor(s) name(s)

____Instructor(s) phone numbers

____Instructor(s) e-mail address (es)

____Where students may leave messages for instructor(s)

____Instructor(s) office hours

Instructional Materials and Methods

____Textbook title(s) and other required course materials

____List of references and reserve materials

____If non-traditional teaching methods are used, please describe

____If FirstClass, Skype, Blackboard, or other electronic course components are used, please be explicit

Course Infrastructure and Access

If you are offering a hybrid course, an online course, or a course with an electronic learning component or that utilizes an electronic delivery system,

the syllabus should clearly address all of the following items when relevant:

____ Design and management of electronic learning environment and technologies used (how assignments & exams are accessed and posted, etc.).

____ Computer literacy requirements for students -- access to a computer, knowing how to turn computer on, reboot when necessary, download programs, e.g. FirstClass, send email, read email, and access the web.

____ Hardware, software, and bandwidth requirements for students. (Many of our distance students only have remote dial-up, for example.)

____ Contact information to help students gain access to course and resources: "Technical Support".

____ Importance of time management and adherence to assignment due dates, including course-specific information about time for common experiences, turnaround time for instructor responses, and interactive work with other students. Address any other expectations that might be different from a face-to-face class.

____ Websites for electronic learning environments courses are fully accessible and meet the needs of diverse students. In accordance with federal law and the University of Maine System policies, websites should be designed for universal access and inclusion ("508 compliance"). For example, they should provide:

· Alternate descriptions of graphical elements and text equivalents for all non-textual elements (graphs, charts, color, frames, etc.), high contrast between background and text, and a minimum of visual clutter
· Audio that deaf or hearing-impaired individuals can understand, i.e., captioned or transcript provided
· Equivalent alternatives for multimedia presentations that are synchronized with the presentation
· Identifying language for links

For further information, please see the checklist for Universal Design/508 compliance in the UPCC FirstClass conference.

Learning Outcomes – required for all courses

____Course goals and objectives

____Expected student learning outcomes

General Education – if the course receives general education credit, please indicate how the general education student learning outcomes are achieved.

Assessment and Evaluation

____Grading criteria (participation, essays, labs, quizzes, exams, final project, etc.)

____Components of course grades and relative contribution, i.e., percentage/"weight"

____Expectations for student engagement "beyond" the classroom wall, i.e., field trips, museum visits, concert attendance that may have an effect on success/grade

____"Hidden" factors, such as film reviews, concert attire, etc., that may have an effect on success, grade

General Education – if the course receives general education credit, please indicate how the general education student learning outcomes are assessed.

Course Organization and Policies

Organization – please indicate scheduled topics, assignments, activities clearly, with due dates

____Course topics

____Learning activities (both in-class and out-of-class)

____Assignments (reading, writing, labs, etc.)

____Quizzes, exams, and projects

____If your course is a hybrid course, or has unusual meeting times, indicate this explicitly

Policies (if applicable)

____Required attendance and class participation, absentee policy

____Late assignments, make-up, retake and reschedule exams; and extra credit, if allowed

____Incomplete grade policy – circumstances under which permitted, if permitted (To the faculty: See catalogue for detailed description of University policy and guidelines for awarding Incomplete grades.)

Please include the following statements on your syllabus. These reflect either UMaine policy or Federal law (ADA).

____Academic honesty (plagiarism, etc.)

Academic dishonesty includes cheating, plagiarism and all forms of misrepresentation in academic work, and is unacceptable at The University of Maine. As stated in the University of Maine's online undergraduate "Student Handbook," plagiarism (the submission of another's work without appropriate attribution) and cheating are violations of The University of Maine Student Conduct Code. An instructor who has probable cause or reason to believe a student has cheated may act upon such evidence, and should report the case to the supervising faculty member or the Department Chair for appropriate action.

Students with disabilities statement

If you have a disability for which you may be requesting an accommodation, please contact Ann Smith, Director of Disabilities Services, 121 East Annex, 581-2319, as early as possible in the term.

General disclaimer

In the event of an extended disruption of normal classroom activities, the format for this course may be modified to enable its completion within its programmed time frame. In that event, you will be provided an addendum to the syllabus that will supersede this version of the syllabus.