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.

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