

PHHP CURRICULUM COMMITTEE

SYLLABUS ITEM AND QUALITATIVE CHECKLIST

To improve the strength of your submission, please use the following checklist to ensure the all of the required information is included in your course syllabus.

Course Heading

- Both UF and PHHP Headers
- Course number and title
 - Course number should be at the right level for course content.
 - Title should make sense relative to course content and be unique enough to distinguish it from other existing UF courses.
- Credit Hours
- Semester and Year
- Delivery format
- Instructor name (of if unknown “TBA”)
- Room number (if applicable)
- Phone number and email
- Office hours
- Teaching assistant contact information (if TA is listed)
- Preferred communication

Prerequisites

- Prerequisites are included if needed (must be included for 3000-4000 level courses, and any other course classified as intermediate or advanced)
- All expected prerequisites are included

Purpose and Outcome

- Course Overview – catalog description < 500 characters
 - Should be clearly written such that the overall purpose of the course is clear.
 - Should adequately capture the overall course content based on the topics and requirements.
 - Should describe the course well enough to clearly identify this course as a PHHP course.
- Relation to program outcomes
 - Should be clear how the course fits into the program or why it would be beneficial to be offered.
 - Rationale or course purpose should match the level of the course
 - The description should contribute to distinguishing this course as unique relative to other course offerings.
- Course objectives are present and appropriate for course level
 - Each objective should describe a learning outcome (rather than a process).
 - Most of the objectives are expressed in behavioral terms so that they are measurable.
 - The objectives align/match well with the overall course goals/outcome.

- The number of objectives should be appropriate for content covered.
- The course objectives should be specific enough to distinguish this course as unique relative to other course offerings.
- Blended Learning statement (if applicable)

Topical Outline and Course Materials and Technology

- Dates or weeks covering the entire course period are listed
- Weekly topics are included if appropriate to course
- Each assignment/exam is listed in the appropriate week
- Required/recommended readings are listed by relevant week
- Full citations for course material are provided
- All electronic requirements are specified (e.g. computer, software, other mobile devices, support, access)

Assignments/Exams and Grading

- Each assignment has total points listed
- Instructions on how to submit each assignment are present and clear
- Exam procedures are present and easy to follow, including proctoring, location changes, and technology requirements (if applicable)
- Assignment/exam description and instructions are easy to follow
- Grading criteria are present for each course requirement, including participation and attendance, if applicable
- Due dates are provided for each assignment and exam
- Grading adds up to 100%
- Total extra credit remains at or below 5% of the grade
- Link to UF Grading Policy is included

Make Up Work

- The circumstances under which missing and late work will be accepted and exams given are specified
- Impact on point totals is clear
- Timeframes for turning in missing work are clear
- How or where to turn in missing/late work is specified

Required Class Attendance (If applicable)

- Late arrivals and early departures are clearly defined
- How late arrivals and early departures affect attendance grade is clear
- Procedure for notifying instructor of an absence is clear
- UF Attendance Policy is linked
- It is clearly stated how many absences not covered by UF Attendance Policy, if any, are excused

Course Behavior

- Participation expectations are stated
- Policy regarding electronics (laptops, phones, recording devices, etc.) is stated

Communication Guidelines

- Expectations for use of e-mail, threaded discussions, chats, on line collaborations, if applicable, are clear
- Statement defining Inappropriate or unacceptable behavior and effect on learning community are included
- Academic Integrity – PPHP statement is included
- Faculty course evaluation process is included

Student Support Services

- Syllabus addresses accommodations
- Includes counseling and student health contact information

Diversity, Equity, and Inclusion Items

- Learning objectives address diversity and inclusion
- Is there a personalized diversity statement from the instructor?
- Is the PPHP “Inclusive Learning Environment” statement included?
- Do required readings include a balance of authors from marginalized backgrounds?
- Are holidays from varied religions and backgrounds considered when developing a course schedule?
- Are assessments varied in a manner that considers varied learning approaches?
- Do group projects incorporate a strategic approach to forming groups that are diverse?
- Do class policies communicate clear expectations that can be understood by students from varied backgrounds?
- Is diversity, equity, and inclusion addressed in at least one assignment and assessment?
- Are technology requirements made with consideration for students coming from marginalized backgrounds?
- Have opportunities to address intersectionality been considered?
- Do communication guidelines foster an inclusive learning environment?