Learning-Centred Syllabus Checklist - Graduate

Use this checklist to help create a learning-centred syllabus. Not every learning-centred syllabus will contain each of these elements – but if it doesn't there should be good reasons for the omission! Of course, bylaw and policies provisions must always be included.

Basic Course Logistics
- Course number
- Course name
- Term and year
- Prerequisites; prior knowledge/skills required
- Course modality
- Location, day, and time

Instructor Information
- Instructor name(s)
- Office location
- Office hours
- Office phone number
- Email address and snail-mailbox
- URL/website information
- Contact info for relevant GA/TAs, librarians, lab coordinators, etc.

Description, Outcomes, Methods
- Learning outcomes
- Course calendar description
- Instructor's course description for special topics courses
- Teaching methods (learning experiences) and rationale
- Teaching philosophy
- Estimated division of learning hours
- Content likely to be covered
- Course format (f2f, online, hybrid, other)
- Description of relevant Indigenous content, methods, or inclusion of land acknowledgements

Assignments and Assessment
- Required readings
- Recommended/supplementary readings
- Schedule of readings
- Necessary materials/equipment
- Assessment methods (learning experiences) and rationale
- Assessment philosophy
- Assessment schedule and due dates
- Grading and assessment criteria
- Assessment connection to learning outcomes
- Dates for tests, assignments, and other activities (except unannounced quizzes) affecting the final course grade, and dates of the final exam period

Policies and Expectations
- Student and instructor roles, and responsibilities, and/or expectations
- Academic honesty and integrity (definition of plagiarism and use of plagiarism detection software)
- Use of generative AI
- Costs of educational materials (mandatory and optional)
- Accommodation for students with disabilities
- Positionality and inclusivity statement
- Attendance and punctuality (expectations; but marks cannot be awarded for attendance, with some exceptions)
- Participation (with description)
- Missed (and make-up) assignments and exams
- Late assignments
- Submission of assignments
- Contacting the instructor(s)
- Individual/group work
- Assessment weighting
- University's grading scale
- Voluntarily withdrawal deadline
- Administering Student Perceptions of Teaching
- Recording of lectures (state if recording is not permitted)
- Caveat: Information subject to change, subject to bylaw provisions

Service Information
- Academic Writing Centre
- Skills to Enhance Personal Success (STEPS)
- Information Technology Services
- Student Health Services
- Student Counseling Centre
- Advising Centre
- Student Accessibility Services
- Mental Health and Wellness

Design Issues
- Wording sets desired tone
- Clear alignment of suitable and diverse methods, assessments, and outcomes
- Implementation of Universal Design for Learning
- Multiple opportunities to demonstrate achievement
- Logical arrangement of content/topics

Checklist of Information Required for Course Outline/Syllabus

Policy	Item	Check or N/A
	Course Description (consistent with calendar)	
	Instructor Contact Information	
Collective Agreement	https://www.wufa.ca/collective-agreement	
5.25 (g)	(g) to inform in the course outline his/her students of course requirements, assignments, and evaluation methods and their timing and any other matters relating to course delivery as required by Senate bylaws and policies.	
5.25 (j)	Office Hours/Student Consultation (2 hours per course; max = 5 hours total)	
Senate Bylaw 55 and related policies	All Senate policies and bylaws are available at www.uwindsor.ca/policies. Direct links to specific bylaws and policies: Senate Bylaw 55 Senate Policy on Grading and Calculation of Averages Senate Policy on Student Perceptions of Teaching Senate Policy on Medical Notes from Regulated Health Care Practitioners Senate Policy on Plagiarism Detection Software Senate Graduate Studies Policy on Plagiarism Senate Policy on Course Modalities Student Code of Conduct Bylaw 31: Academic Integrity	
Bylaw 55, 1.1.1 and Senate Policy on Grading and Calculation of Averages	Procedures for determining final grade (conversion of raw scores into final grade, "curving", types and formats of evaluation, including relative weights of evaluations, eg: midterms, assignments, labs, final exam, and projects).	
1.1.2, 1.2, 1.3	Due dates for tests, assignments, and all other activities which affect final grade (not including unannounced quizzes). Note: Alterations in the announced procedure, under 1.1 above, may be made by the instructor with the consent of the majority of the registered class. No forms of assessment shall be scheduled or made due on days identified as break days such as reading weeks, holidays, or days that the University is officially closed.	
1.1.3 and Senate Policy on Student Perceptions of Teaching	Statement that Student Perceptions of Teaching (SPT) forms will be administered within the last two weeks of the course.	
1.1.4 and Senate policy on Medical Notes from Regulated Health Care Practitioners	Missed test/make-up policies which are in force in that Faculty, consistent with bylaw 55, 1.1.1, 1.11. Note: Alternate evaluation must be same format as original (consistent with course syllabus per 1.1.1) and equivalent in terms of level of difficulty.	
1.1.5 Plagiarism Detection Software, Student Code of Conduct and Senate Graduate Studies Policy on Plagiarism	Information regarding the use of plagiarism prevention software, in accordance with Senate policy. Include the definition of plagiarism in the Student Code of Conduct and the link to the Senate Graduate Studies Policy on Plagiarism.	
1.1.6 and Senate Policy on Grading and Calculation of Averages	University's percentage marking and grading scale.	
1.1.7	Last date to voluntarily withdraw from the course.	

1.1.8	Information or restrictions regarding the use of generative artificial intelligence (AI) in the course. Sample Course Syllabus Statements on the Use of Generative Artificial Intelligence (AI) can be found on the central policies website or the CTL's website at https://www.uwindsor.ca/ctl/501/syllabus. NOTE: The default for not including the information in the course syllabus is that use of generative AI is permitted in the course.
1.1.9	Information regarding the University's mental health resources. Course Syllabus – Suggested Wording: Feeling Overwhelmed? From time to time, students face obstacles that can affect academic performance. If you experience difficulties and need help, it is important to reach out to someone. For help addressing mental or physical health concerns on campus, contact (519) 253-3000: Student Health Services at ext. 7002 (http://www.uwindsor.ca/studenthealthservices/) Student Counselling Centre at ext. 4616 or scc@uwindsor.ca (http://www.uwindsor.ca/studentcounselling/) (offering single session appointments, short-term therapy, and group therapy, Monday – Friday 8:30 am – 4:30 pm) Peer Support Centre at ext. 4551 24-Hour Support is Available: Good2Talk provides free, 24/7 single-session professional counselling and referral by phone to post-secondary students in Ontario. Services are provided in English and French, with translation services available in 100+ languages. Call: 1-866-925-5454 (reach professional counsellors) Text: GOOD2TALKON to 686868 (reach trained volunteers) Wellness Together Canada provides free, 24/7 professional mental health and substance use counselling by phone to anyone in Canada and Canadians abroad. Service is provided in English and French, with translation services available by request. Call: 1-866-585-0445 (reach professional counsellors) Text: WELLNESS to 686868 (reach trained volunteers) A full list of on- and off-campus resources is available at https://www.uwindsor.ca/wellness/support. Should you need to request alternative accommodation contact your instructor, head or associate dean.
1.5	Meaningful feedback provided to the student (constituting a minimum of 20% of the final grade) at least 2 days prior to the voluntary withdrawal date.
Policy on Recording Lectures	Policy excerpt: "Lectures may be recorded, unless the instructor has stated in the course syllabus (hard copy or electronic) that the recording of lectures is not permitted. The recording of guest lecturer or classmate presentations or performances is not permitted without the written consent of the presenters. Students registered with Student Accessibility Services for whom recording lectures is an approved academic accommodation must be permitted to record, with the exception of discussions that would divulge personal information in the context of required course work which may not be recorded in any format. Notice should be provided by the instructor to the class when lectures may be recorded. The instructor shall not share any personal identifying information about the person(s) recording the lectures. Limits may be placed by the instructor specifying what can be recorded and in what format (e.g., audio-recording, video-recording, photo, etc.). Further, the instructor may declare, in writing, prior to a particular lecture or class session that recording is prohibited."

	The recording can only be used for the purposes of private study by the individual student and the recording must only capture the instructor or the presenter within the classroom setting.
Use of Digital Learning Resources for Instructional and Assessment Purposes	All courses using digital learning resources must also include the following template in the course syllabus: "The digital resource [name] will be used in this course. It is a [required/optional] resource, which will be used for assessment purposes. The assessments that will rely on this resource constitute [xx]% of the grade for this course. This resource can be purchased from [website, bookstore, etc.]. The assignment of digital learning resources at the University of Windsor is governed by a policy entitled The Use of Digital Learning Resources for Instructional and Assessment Purposes, which can be reviewed at www.uwindsor.ca/policies. Should you have any concerns about the assignment of digital learning resources for this course, please let the Associate Dean responsible for [graduate/undergraduate] programs in your Faculty know in writing, as the University regularly reviews this policy based on campus community feedback." Instructors are encouraged to make this information available in multiple ways – for example, through the course website, the Learning Management System, or other communications as appropriate.
Policy on Academic Accommodations for Students with Disabilities	www.uwindsor.ca/policies and http://www.uwindsor.ca/disability/ Suggested Syllabus wording: "Students with disabilities who require academic accommodations in this course must contact an Advisor in Student Disability Services (SDS) to complete SDS Registration and receive the necessary Letters of Accommodation. After registering with Student Disability Services, you must present your Letter of Accommodation and discuss your needs with me as early in the term as possible. Please note that deadlines for the submission of documentation and completed forms to Student Disability Services are available on their website: http://www.uwindsor.ca/disability/".
Ministry of Colleges and Universities, Bill 166	According to the Ministry of Colleges and Universities (subsection 21(2) of the *Strengthening Accountability and Student Supports Act, 2024*) all instructors must include all costs associated with textbooks and other learning materials, **both mandatory and optional,** in the syllabus of each course. According to the directive, at a minimum, the following information should be included in the syllabus: • Each textbook or other learning material should be individually costed. In the event that the cost for the current year is not available at the time the syllabus is prepared, the most recent cost should be included with a note indicating that it (the price) may change; and • Whether there are any restrictions that would prevent a student from using a second-hand copy of the textbook or other learning material. Please visit UWindsor's FAQs for more information.
1.1.10 Faculty/Dept. Policies	Specific Faculty and Departmental policies and practices may exist, please confirm with your department (e.g., the Faculty grading policy (re: curving) in FAHSS requires course learning outcomes to be included in the syllabus).
Suggested	Bylaw 31: Academic Integrity, addressing student academic misconduct. Additional Relevant Bylaws and Policies: www.uwindsor.ca/policies

For more information see Senate Bylaw 55: Graduate Academic Evaluation Procedures, Senate Bylaw 31: Academic Integrity, WUFA Contract Agreement Article 5, Senate Policies (Auditing Courses; Conduct of Exams and Tests; Grading and Calculating Averages; Medical Notes from Regulated Health Care Professionals; Recording Lectures; Student Code of Conduct; Student Perceptions of Teaching (SPT) and Mandatory Administration of SPT; Plagiarism Detection Software, Graduate Studies Policy on Plagiarism, Policy on Academic Accommodations for Students with Disabilities.) Where there is any contradiction in information, please refer to the formal policy or bylaw.

Additional Resources

Topic	Resources	Check or N/A
Indigenization	The following link provides a wealth of links for Indigenization: Indigenous Knowledges. Included in this site are pages with information and examples for courses and syllabi: How do I find out about Indigenous Pedagogies? What do Indigenized syllabi look like? URL: https://www.uwindsor.ca/ctl/548/indigenous-knowledges	
Universal Design for Learning	Universal Design for Learning (UDL) enhances accessibility and effectiveness by providing flexible teaching methods, varied engagement strategies, and multiple assessment options to accommodate diverse learning needs. For resources on UDL, visit: Universal Design for Learning	
Positionality and Inclusivity Statements	Positionality statements recognize how intersecting identities influence students' experiences, teaching, and assessments. Inclusivity statements highlight the value of diverse cultures, experiences, and perspectives, aligning with an organization's mission and aspirations. For more information on Positionality and Inclusivity statements, visit: Positionality and Inclusivity Statements	