



# Syllabus Checklist

The [Content and Distribution of Course Syllabi Policy](#) is effective May 1<sup>st</sup>, 2024, and this document aims to support its implementation. All requirements are also reflected in the [Syllabus Generator website](#) which offers a single form to create a syllabus in compliance with the policy, while also embedding best practices.

**All instructors must provide a syllabus to students within the first week of class** unless co-creating it with students at the beginning of the course, to inform them about the requirements and expectations of the course.

Please note that academic units (faculties, departments, schools) may have templates or additional policies for syllabi.

## At a minimum, a syllabus includes:

- The **course title and description** such as in the [Academic Calendar](#) (syllabi for *courses* without a published description should include a brief representative description);
- Any course **prerequisites or corequisites**;
- The **name of the course instructor and details of when, and by what means, students may contact them**; at the discretion of the *course instructor* the names of any other student-facing members of teaching staff such as teaching assistants involved in the offering of the course (if not available on the Student Service Centre or on Workday), and details of when and by what means students may contact them;
- A description of the **course format/structure** such as, e.g. lecture, lab, tutorial, flipped classroom, and/or **course mode of delivery** such as, in-person, online, hybrid, multi-access;
- Contact hours per week; day, time, and location of classes**, or other activities that may not be available on the Student Service Centre or on Workday;
- A proposed **course schedule including a list of topics**;
- Course-level learning outcomes or objectives**, i.e., what is to be achieved and assessed in the *course* (more details of module, week, or class learning outcomes or objectives may be provided during the *course*);
- A description of the **learning activities** the students will engage in to achieve the stated learning outcomes or objectives (e.g., participation in class, analysis of case studies, required readings, participation in online discussions, term papers, presentations, lab and field activities);



- A list of **required learning materials** including, among others, textbooks, reading packages, online assessment tools, [course-reserve packages](#), lab and field trip manuals, and an **estimate of associated costs for materials and activities**;
- The **methods used to assess achievement** of stated learning outcomes or objectives, including the weighting of each component in the final grade;
- The class policies on re-grading** of marked work and on both late submissions and missed in-class assessments (in accordance with the [Academic Calendar language on Grading Practices](#));
- The **schedule of assessments**;
- Information on **any additional resources** to support student learning available via the academic unit responsible for the *course*; and,
- A **statement about the University's values and policies with a link** to the website where details are provided (see next section).

## Statement of Values and Policies with a Link for Details

Instructors may meet the last requirement in the checklist in different ways. The following section is suggested language to meet that requirement. This section may be pasted into the syllabus or edited as needed. For example, to highlight a particular campus resource or service.

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### UBC Values

UBC creates an exceptional learning environment that fosters global citizenship, advances a civil and sustainable society, and supports outstanding research to serve the people of British Columbia, Canada, and the world. UBC's core values are excellence, integrity, respect, academic freedom, and accountability.

### Policies and Regulations

Visit [UBC Okanagan's Academic Calendar](#) for a list of campus-wide regulations and policies, as well as [term dates and deadlines](#).

### Resources to Support Student Success

- **Student Supports, Resources & Campus Services:** Visit [the Student Support and Resources page](#) to find one-on-one help or explore resources to support your experience at UBC Okanagan, as well as many other campus services available to all students.



- **Advising:** Visit the [Advising Options page](#) to find out about the variety of advising options available to students including but not limited to academic, career, and accessibility.
- **Walk-in and Wellness Clinic:** [The clinic](#) offers free, brief, single-session psychological services. Sessions are led by a doctoral student in clinical psychology and supervised by a registered psychologist (UBCO Faculty member). Clinicians can provide support with stress management, sleep, self-care, depression, anxiety, interpersonal issues, substance misuse, coping with academic demands/stressors, and provide options for connecting to additional resources.
  - Virtual or in-person sessions are available at the UBCO Psychology Clinic, located in ASC 167 with or without an appointment, on Tuesdays and Thursdays between 10 am and 3 pm from September to June, excluding campus closures.
  - Phone: 250-807-8241 (ext. 1). Email: [ipc.ok@ubc.ca](mailto:ipc.ok@ubc.ca)
- **Safewalk Services:** Call 250-807-8076 anytime from 6:00 PM until late for a co-ed pair of student [UBCEFRT](#) volunteers to walk you to your car, to the bus stop, to your class, to the library, or anywhere on campus!
- **Academic Integrity:** The academic enterprise is founded on honesty, civility, and integrity. As members of this enterprise, all students are expected to know, understand, and follow the codes of conduct regarding academic integrity. At the most basic level, this means submitting only original work done by you and acknowledging all sources of information or ideas and attributing them to others as required. This also means you should not cheat, copy, or mislead others about what is your work; nor should you help others to do the same. For example, it is prohibited to: share your past assignments and answers with other students; work with other students on an assignment when an instructor has not expressly given permission; or spread information through word of mouth, social media, websites, or other channels that subverts the fair evaluation of a class exercise, or assessment. Learn more through the [Academic Integrity website](#).
- **Academic Misconduct:** Violations of academic integrity (i.e., [academic misconduct](#)) lead to the breakdown of the academic enterprise, and therefore serious consequences arise and harsh sanctions are imposed. For example, incidences of plagiarism or cheating may result in a mark of zero on the assignment or exam and more serious consequences may apply if the matter is referred for consideration for academic discipline. Careful records are kept to monitor and prevent recurrences. Any instance of cheating or taking credit for someone else's work, whether intentionally or unintentionally, can and often will result in at minimum a grade of zero for the assignment, and these cases will be reported to the Head of the Department and Associate Dean Academic of the Faculty.