Saint Louis University – Course Syllabus Components (Print-Friendly)

Required Components

Saint Louis University's [Course Syllabus Policy](#) requires the following information (at a minimum) be included in all course syllabi. Academic units also may require additional items to be included in course syllabi, and individual instructors may add other course-specific information as desired. *Note: If the University has **temporary** required syllabus statements in effect, those also must be included.*

Component	Information Required for the Component
Course Information	- Course number/section - Course meeting time(s) [if applicable] - Location [if applicable] - Pre-requisites/Co-requisites [if appliable] - Catalog Course Description
Instructor Information	- Instructor name (including TA and peer instructors, if applicable) - Where, when, and how to contact the instructor(s)
Learning	List course outcomes, objectives, and/or competencies
Required Materials and/or Equipment	- Textbook and/or course texts - Other materials and/or equipment (e.g., calculators, art supplies, lab safety equipment, medical equipment, hardware requirements, software access, virtual proctoring requirements, digital storage devices, special clothing, musical instruments, etc.)
Evaluation and Grading	- List of components on which students will be evaluated (e.g., exams, projects, essays, participation, presentations, etc.) - Relative weights of the components on which students will be evaluated (i.e., how much of a final course grade each of the components will comprise) - Grading scale(s) governing the course - Policy on late or missing work/exams - Penalties on missed classes and/or tardiness [if applicable]
Course Schedule	Minimally, a schedule of major assignment deadlines, exam dates, and other experiences or significant work (e.g., service days, draft deadlines, etc.) students are required to complete during the term
Attendance	Expectations for student attendance/presence in the course
Academic Honesty/Integrity	Insert and/or link to [the required Academic Integrity Syllabus Statement](#). You also may link to [the University Academic Integrity Policy](#). *The School of*

	Law, School of Medicine, and SLU-Madrid may have alternative expectations due to accreditation, regulatory, and/or other location-specific differences.
Disability Accommodations	• Insert and/or link to the required Disability Syllabus Statement. *The School of Law, School of Medicine, and SLU-Madrid may have alternative versions due to accreditation, regulatory, and/or other location-specific differences.*
Title IX	• Insert and/or link to the required Title IX Syllabus Statement. *The School of Law, School of Medicine, and SLU-Madrid may have alternative versions due to accreditation, regulatory, and/or other location-specific differences.*
Generative AI	• Provide written information to make explicit whether or not GAI use is acceptable in the course and, if so, in what ways and in which circumstances. *The School of Law, School of Medicine, and SLU-Madrid may have different expectations due to accreditation, regulatory, and/or other location-specific differences.* If/how students are permitted to use GAI (in a course, in a specific assignment, etc.) is determined by each individual instructor, unless otherwise directed by their academic leadership (e.g., chair, director, dean). There is no single, University-level syllabus statement about GAI use. *Note: The Reinert Center offers a set of sample templates for syllabus statements (with a range of possible positions) that can be customized for instructors who choose to use them.*

Recommended Components

In addition to **required** items listed above, many instructors also find it useful to include information or guidance on a range of other topics. The following list is drawn from common practices at SLU, as well as from the literature on effective syllabus construction and on creating inclusive courses that support student learning and success. This list is by no means exhaustive or in order of priority. *Note: for some academic units or programs, items on this list also may be required.*

Other Course Information
- An expanded description of the course, its priorities, key concepts, etc.
- Add the University Drop and Withdrawal deadlines to the course calendar
- Disclaimer about the possibility of changes to the course schedule

Other Instructor Information
- Instructor office location and office hours
- Instructor Zoom link and virtual office hours

Information about Learning Activities/Assignments
- Description of informal learning activities students will engage in (e.g., informal in-class activities, participation expectations, service-learning experiences)
- Articulation of the link between course assignments/activities and stated learning outcomes, objectives, and/or competencies

Other Information about Course Materials
- Recommended and/or optional readings or texts
- Information about accessing electronic reserves

Information about Academic Support Resources
- Insert and/or link to the recommended Student Success Center Syllabus Statement
- Insert and/or link to the recommended University Writing Services Syllabus Statement
- Provide information about course-/program-specific support resources [if applicable]
- Share other campus resources relevant to the course (e.g., liaison librarian, residence hall coordinator for learning community courses, etc.)

Information about Other Student Support Resources
- Insert and/or link to the recommended University Counseling Center Syllabus Statement
- Insert and/or link to the recommended Wellness Syllabus Statement
- Insert and/or link to the recommended Basic Needs Syllabus Security Syllabus Statement

Additional Information about Academic Honesty
- Course-specific guidance on academic honesty
- Statements of professional ethics or codes of conduct [if applicable]

Other Course-Specific Information
- Course etiquette/civility policies or other expectations about interactions between and among members of the class
  - With a significant number of SLU courses now being conducted via various distance education modalities, a University-wide recommended syllabus statement on distance education etiquette is warranted. This statement is recommended for all syllabi for all courses at all locations (except the Madrid Campus) offered by the colleges/schools and other academic units reporting to the University Provost.
- For distance courses, explicit information about what constitutes effective "engagement" or "participation" in asynchronous or synchronous learning experiences.
- Information about what will happen in cases of inclement weather
- Information about relevant safety/security protocols and procedures (e.g., location of eye wash stations; active shooter response, etc.)
- Distinction between "excused" and "unexcused" absences [if applicable and consistent with University attendance policy]
- Statement that student work in the course may be used in course/program assessment
- Information about requirements for experiential/off-campus learning (e.g., liability waiver, background check, internship learning contract, service expectations, etc.)

Other Considerations for Course Syllabi

Below are additional suggestions drawn from the literature on effective syllabus construction and adopted by some SLU instructors. The Reinert Center for Transformative Teaching and Learning can assist instructors who wish to learn more about items on this list. The Reinert Center website also may provide additional information about these considerations.

Adopt Universal Design Standards

You can use universal design standards to ensure syllabi are accessible for all students. The Reinert Center also provides programming and resources to support the adoption of universal design standards.

Consider adding a Graphic Syllabus

A graphic/visual representation of the major components of a course can help students connect to the larger purpose of a course and/or to better understand the relationships among the components of the course. Learn more about the consent of a graphic syllabus here.

Consider Content Statements or Warnings for Specific Course Content

Sometimes called "trigger" warnings, a content warning may be appropriate if your course includes content that may inadvertently trigger students who have experienced trauma. Learn more about creating inclusive content statements here.

Share your Teaching Philosophy

Sharing a brief description of your philosophy of teaching can give students a way of understanding how what they will experience in your course and why.

Articulate What Constitutes Engagement in Your Course

Explaining what constitutes successful "engagement" or "participation" in your course helps to make those expectations explicit and visible for all learners. This can be especially helpful for first-generation and international students, as well as others whose backgrounds may not have prepared them well to understand the "hidden rules" of successful academic engagement.

Share Tips for Success

Consider sharing tips for how to be successful in the course. For example, you might provide guidance on effective study strategies for your particular content area or tips for how to read course content effectively. Generic study or reading strategies may not work for your particular discipline or the kinds of concepts or texts you teach. Being transparent about what successful students do in your course or your discipline can help students meet your high expectations.