

LGP INTEGRATION AND GENERAL EDUCATION COURSE SYLLABUS DESIGN CHECKLIST

DEPARTMENT:
 MAJOR COURSE TITLE:
 COURSE CODE:
 PREREQUISITE:
 PREREQUISITE TO:
 FACULTY:
 SCHOOLYEAR: TERM:
 DEPARTMENT CHAIRPERSON:

Lasallian Guiding Principles (LGP)	Course Syllabus Component	Description	Criteria for Accomplishment	Status of Accomplishment	Comments/ Suggestions
1. Challenge learners to realize their full potential. 2. Bring Christian perspectives to bear on human understanding, skills and values of the learners.. 3. Are dynamic and	1. Course Description	1. Introduces synopsis of course.	1. Course description is comprehensive and explains the knowledge and skills students will acquire.		
	2. Objectives/ Values	2. Enumerates purposes of course, knowledge, skills, values and competencies expected to be	2. Objectives progress from lower to higher-order thinking and cover all domains		

<p>encourage differentiation, diversity, and synergy amongst learners that are fraternal, caring and respectful.</p>		<p>developed, and output expected of students, mentions explicitly how course develops critical and analytic thinking; mentions explicitly Lasallian values, especially those specific to College</p>	<p>(cognitive, affective and psychomotor).¹ Values-related objectives are connected to LGP.</p>		
<p>4. Ensure that the learners translate knowledge into something useful in actual practice for the betterment of society and the Church.</p>	<p>3. Topics and Schedule</p>	<p>3. Provides outline of coverage of course, including the number of hours.</p>	<p>3. Topics of modules follow a logical order and cover key concepts or issues. Schedule for covering the module topics is stated with sufficient time given for each topic.</p>		
<p>5. Prepare the learners to participate responsibly in the world of work, family, community,</p>	<p>4. Teaching Methods and Strategies</p>	<p>4. Enumerates methods/ approaches/ strategies to be used during course;</p>	<p>4. Teaching strategies and learning activities in the different</p>		

<p>nation and Church.</p>		<p>ensures that lecture methods is only one of several varied methods used.</p>	<p>modules are varied and interactive and develop creative and critical thinking.²</p> <p>Students' initial understanding and key points for understanding are described for each module.</p> <p>There are efforts to integrate LGP in the teaching process.</p> <p>Key aspects of Transformative Learning are shown in the modules' teaching process. These aspects relate to the</p>		
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			<p>following: identifying one's assumptions, developing a plan of inquiry, investigating one's assumptions and integrating findings and comparing them with initial assumptions.</p>		
	5. Requirements	5. Includes workload and requirements for students	5. Course outcomes and workload are linked to objectives.		
	6. Assessment/ Evaluation	6. Provides details of how students will be evaluated; breaks down final grade into percentages contributed by course requirements	6. Assessments seek evidence of students' conceptual change and growth in understanding. Stated outcomes are suited to the		

			<p>students' background and interests.</p> <p>Assessment tools rate students' ability to demonstrate understanding.</p> <p>Grading system is explained in great detail and shows weights of different requirements..</p>		
	7. Text / Materials	7. Identifies materials to be used in the delivery of course content; identifies which textbooks, if any, have to be purchased by students	7. Text or materials are current and those that are often used in the discipline are listed.		
	8. References	8. List titles of books and other sources; including Websites and CD-ROMs,	8. Reference materials are current or standard materials		

¹ See the following Websites: <http://www.skagitwatershed.org/~donclark/hrd/bloom.html> (Learning Domains or Bloom's Taxonomy) and <http://www.kurwongbss.eq.edu.au/thinking/Bloom/blooms.htm> (Bloom's Revised Taxonomy).

² See <http://mcckc.edu/longview/CTAC/blooms.htm> (Bloom's Taxonomy and Critical Thinking).

		where course content can be found; lists at least five titles originally published or produced in 2005 (or later), listing should be in the style of the discipline.	used in the discipline are listed.		
	9. Classroom Policies and Consultation Hours	9. Policies related to classroom management, output submission and others are described. Consultation hours are also given.	9. Policies are specific, clearly stated and consistent with other University, college and department policies		