

LGP INTEGRATION AND HYBRID NON-GEN ED 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 |
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| 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 | | |

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| <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>5. Prepare the learners to participate responsibly in the world of work, family, community,</p> | <p>3. Topics and Schedule</p> | <p>3. Provides outline of coverage of course, including the number of hours.</p> | <p>3. Topics follow a logical order and cover key concepts or issues.</p> <p>Schedule for covering the topics is stated with sufficient time given for each topic.</p> <p>Schedule of face-to-face and online sessions is clearly stated.</p> | | |
| | <p>4. Teaching</p> | <p>4. Enumerates</p> | <p>4. Teaching</p> | | |

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| nation and Church. | Methods and Strategies | methods/ approaches/ strategies to be used during course; ensures that lecture methods is only one of several varied methods used. | <p>strategies and learning activities are varied and interactive and develop creative and critical thinking.²</p> <p>There are efforts to integrate LGP in the teaching process.</p> <p>Connections between face-to-face and online sessions are made thereby providing students a clear view of the purpose and usefulness of conducting a hybrid or blended learning course.</p> | | |
| | 5. Requirements | 5. Includes workload and requirements for | 5. Course outcomes and | | |

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| | | students | 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' ability to do outcomes. Stated outcomes are often linked to actual professional or industry practice. Assessment tools rate degree of performance. Grading system is explained in great detail and shows weights of different requirements. | | |
| | 7. Text / Materials | 7. Identifies materials to be used in the delivery of course content; identifies | 7. Text or online materials are current and those that are often | | |

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| | | which textbooks, if any, have to be purchased by students | used in the discipline are listed. | | |
| | 8. References | 8. List titles of books and other sources; including Websites and CD-ROMs, 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. | 8. Reference materials (print, audiovisual and electronic) are current or standard materials 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. Information regarding who to | 9. Policies are specific, clearly stated and consistent with other University, college and department policies. Policies related to Netiquette are also stated. | | |

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).

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| | | contact for technical help with use of IVLE or WIZLEARN system is given. | | | |
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