CHECKLIST FOR SUBMITTING COURSE PROPOSALS TO THE SAS CURRICULUM COMMITTEE

Course Number: _____

Use this checklist to be sure you're ready to submit, and save yourself precious time! Please download the current OUE accessible syllabus template, which is the model for this checklist. Also, please note that SAS is committed to bringing all SAS websites and Canvas Courses into compliance with federal accessibility standards under Title II. Please consult RADR's Accessible Syllabus page to learn more.

Suggested Action Item:	
	COURSE INFORMATION
	☐ The course title on the syllabus matches what was submitted (if proposal is a revision, also matches what is in the current Course Catalog, and/or what is in Degree Navigator, unless a title change is being proposed). Includes full course number, credits, and semester.
	☐ Sakai is not mentioned anywhere.
	☐ Older course run dates are not included in current version.
	INSTRUCTOR INFORMATION
	☐ Instructor's contact information is listed at the top of the syllabus.
	☐ Instructor uses Rutgers Outlook email, not an external email account.
	☐ Instructor indicates timeframe for responding to students
	COURSE MEETING DAYS, TIMES, LOCATION, MODALITY
	☐ Canvas site is indicated on the first page.
	☐ Course modality (e.g., in person, hybrid, online asynchronous) is indicated on the first page.
	☐ Course meeting days, times, and location are all present on the first page. Hybrid courses indicate days in-person.
	☐ If course is online, an online justification form has also been submitted with the proposal.
	OFFICE HOURS / STUDENT SUPPORT HOURS
	☐ Office hours / student support hours are clearly listed, with instructions about how to reserve a time or an indication that they are drop-in.
	☐ Office hour modality (in-person and/or online) clearly indicated, and if in-person, location is provided.
	☐ At least one office hour / student support hour is available, with some flexibility for accommodating students who cannot make that time.

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	COURSE DESCRIPTION
	☐ The course description on the syllabus is consistent with what was submitted. (If the proposal is a revision/change, it should also be consistent with what is in the current Course Catalog, and/or what is in Degree Navigator, unless a description change is being proposed). [The description on the syllabus may be an expanded version of the catalog description.]
	PREREQUISITES/Language of Instruction if relevant
	☐ Course has pre- or corequisites clearly listed.
	☐ Pre- and co-requisites have been checked in Degree Navigator.
	☐ Courses offered by language departments should indicate the language of instruction (if taught in English, consider indicating that in the title).
	REQUIRED TEXTS AND COURSE MATERIALS
	☐ Statement is included about how to access/where to find course materials.
	☐ Every book has an ISBN listed.
	FYI – planning for accessibility On how to remediate Word docs for Accessibility On how to remediate PDF files for accessibility
	TECHNICAL/TECHNOLOGY REQUIREMENTS
	☐ Technology requirements and required skills/knowledge are clearly stated including required purchase of any online materials, etc.
	LEARNING GOALS
	☐ Course learning goals are stated, preferably using “students will be able to ...” format. Here are some resources on formulating learning goals and Bloom’s taxonomy verb chart.
	☐ Relevant department learning goals are stated.
	☐ If course is proposed as part of SAS Core, Core Learning Goal(s) stated.
	GRADING SCALE
	☐ Grading scale is provided, and does not include minus grades (which Rutgers does not allow).
	ASSESSMENT / GRADING COMPONENTS AND POLICIES
	☐ Syllabus makes clear to students how they will be assessed/graded.
	☐ Assessments/assignments are aligned with course learning goals.

	☐ Weighting of assessments/assignments/etc. in course grade is made clear.
	☐ Each assessment/assignment (type) (e.g., asynchronous discussion, essay, group projects, etc.) has a rubric that clearly specifies expectations and how grades are assigned.
	SCHEDULE OF TOPICS
	☐ Daily/weekly schedule of topics is provided, with expectations made clear. Alternate formats must be transparent and clearly convey expectations and due dates.
	POLICIES
	☐ Course attendance and participation policy is stated clearly.
	☐ Process for ensuring and communicating disability accommodations is provided, with contact information for the Office of Disability Services.
	CIVILITY AND/OR SENSITIVE TOPICS STATEMENT
	☐ Statement about civility, mutual respect, and/or sensitive topics is included.
	ACADEMIC INTEGRITY POLICY
	☐ Academic Integrity Policy is stated clearly.
	☐ Statement on use of LLMs/Artificial Intelligence, etc. is included.
	STUDENT SUPPORT AND MENTAL WELLNESS
	☐ Recommended academic and mental wellness resources and language are included in syllabus (and Canvas site), including links from syllabus template (e.g., success.rutgers.edu, deanofstudents@rutgers.edu, CAPS).
	OTHER

As of April 24, 2027 all course materials must be accessible. We recommend working on this iteratively. SAS IT provides resources on making documents accessible and Rutgers Access and Disability Resources (RADR) provides a course accessibility checklist. Please reach out to teachinglearning@sas.rutgers.edu if you have questions.

For courses proposed to be certified in the Core Curriculum: You're not done yet! Please consult the Core Requirements guidelines (see Core tab on the OUE page) and the

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Core checklist for additional required information!

Thank you for taking the time to review your materials carefully, and supporting our SAS Undergraduate Curriculum.

URLS for print users

OUE accessible syllabus template https://sasoue.rutgers.edu/images/documents/curriculum/syllabus_guide_8.12.25_accessible.docx

RADR's Accessible Syllabus page https://radr.rutgers.edu/resource/accessible-syllabus

On how to remediate Word docs for Accessibility https://sas-it.rutgers.edu/how-to-guides/web-development-documentation/web-development/108-joomla/120-accessibility/1248-remediating-word-documents-for-accessibility

On how to remediate PDF files for accessibility https://sas-it.rutgers.edu/how-to-guides/web-development-documentation/web-development/108-joomla/120-accessibility/1250-remediating-pdf-files-for-accessibility

resources on formulating learning goals: https://tips.uark.edu/using-blooms-taxonomy/

Bloom's taxonomy verb chart: https://tips.uark.edu/blooms-taxonomy-verb-chart/

Core tab on the OUE page https://sasoue.rutgers.edu/core/core-curriculum-philosophy-history

Core checklist https://sasoue.rutgers.edu/images/documents/curriculum/Checklist_for_Core_Proposals_Revised_4-2025.docx