



Diné College Syllabus Checklist

Below is an example of what you should add to your Syllabus at DC. The syllabus is a contract with your students, but also sets the tone for the class and prepares students for the learning environment. In conjunction with syllabus examples offered within your department, a syllabus should have these core elements.

1. Course Information

- ✓ Title of Course
- ✓ University, College or School, Department
- ✓ Course Number
- ✓ Semester, year, class location, number of credits, date range of course
- ✓ Course Description, as described in the Diné College Catalog
- ✓ General Education Requirement: If this is a general education course, include required information
- ✓ Course Format: If partially online, list meeting dates. If synchronous meetings for online, list dates and times.

2. Professor Information

- ✓ Name
- ✓ Office location
- ✓ Student hours (“office hours”), and “by appointment” option
- ✓ How professor can be reached (phone number, email address)
- ✓ Professor expectations

3. Learning Outcomes

Observable, measurable outcomes that are directly assessed. Described with action verbs (By the end of the semester, students will be able to...). More on [Learning Outcomes](#). By clicking on the Link, it will direct you to Diné College’s Assessment Page. If this is a General Education Course, additional Gen. Ed Outcomes need to be included.

4. Textbook and Additional Materials

Required or recommended. Limit expensive textbooks, if possible. Communicate required texts with [the bookstore](#) ahead of time to ensure students early access, especially for those who may require alternative accessible forms.

5. Integrating SNBH into the Curriculum

Diné College fulfills its mission by using the Sa'ah Naaghái Bik'eh Hozhoo principle as a framework to educate its students: *DC Institutional Education Paradigm*

Nitsáhákees (Thinking), Nahat'á (Planning), Iiná (Living) and Sihasin (Assuring)



6. Overview of Assignments

Titles, grade weight, due dates. Best practice recommends a range of assessments (early, low stakes, different types).

7. Grading

Grading scale. Depending on the overview of assignments, points, grade weights, you can customize your grading scale, but please make sure it is reviewed with your Dean, he/she may have insights and examples you might be able to use.

8. Use of Blackboard and Other Technologies

Every course automatically receives its own Blackboard course page, which are an online course space for sharing documents and resources, collecting assignments, and engaging students in online activities. For training or questions: Timothy E. Skidmore, Academic Technologist at Diné College (tskidmore@dinecollege.edu) to schedule a time to get set up.

9. Classroom and University Policies

Academic conduct, acceptable behaviors, accommodation, emergency protocol, and others. Policies offered in the [DC Syllabus Template](#) may be copy-pasted as needed.

10. Tentative Course Schedule

Provide the trajectory of the course so that students can plan ahead and see how the course learning outcomes will progress. Plan according to the [DC academic calendar](#).

11. Assignment Descriptions

Detailed descriptions of assignments with rubrics/marketing schemes (included in syllabus or separate).