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**ECPC Syllabus Checklist**

**Align Your Syllabi with EI/ECSE Professional Standards**

This checklist includes seven sections typically included in course syllabi and is designed to facilitate alignment of the course content and requirements with the EI/ECSE standards and components: [Initial Practice-Based Professional Preparation Standards for EI/ECSE (2020)](https://www.dec-sped.org/ei-ecse-standards). Your Institute of Higher Education (IHE) may require additional sections and/or content within sections of the syllabus. The checklist can be used as a self-assessment for the course(s) that you teach. It should be used as part of a program self-assessment when developing or revising the program of study. For sample syllabi, <https://ecpcta.org/ihe-faculty/>.

Name

University

Course number and title

Standards and Components Addressed

Aligned with State CSPD

| **Syllabus Sections** | **Syllabus Content** | **Yes** | **No** | **Notes/Feedback** |
| --- | --- | --- | --- | --- |
| Course and Instructor Information | Course title, number, section |  |  |  |
| Date (semester and year) |  |  |  |
| Course meeting days and times  |  |  |  |
| Course location: on-campus or virtual |  |  |  |
| Instructor’s name and title |  |  |  |
| Instructor’s office location and office hours |  |  |  |
| Instructor’s phone number, email address, and web page |  |  |  |
| Course web page URL |  |  |  |
| Other information as required by the IHE |  |  |  |
| Course Description | IHE approved course description, as in catalog |  |  |  |
| Prerequisites and course requirements (e.g., field hours) as in catalog |  |  |  |
| Course format (e.g., lecture, on-line, hybrid, field work) |  |  |  |
| Course and University Policies | Attendance |  |  |  |
| Academic integrity/dishonesty/plagiarism |  |  |  |
| Accommodations for students with disabilities |  |  |  |
| Course evaluation/grading  |  |  |  |
| Late assignments/make-up work or exams |  |  |  |
| File type accepted (e.g., docx, pdf, etc.) |  |  |  |
| Other, based on individual instructor expectations and/or IHE policies |  |  |  |
| Student Learning Outcomes/Objectivesreflect the Standard/s and Component/s | Identify what the student will know and/or be able to do upon successful completion of course requirements |  |  |  |
| Each objective is operationalized with observable/measurable outcomes  |  |  |  |
| Each objective identifies the EI/ECSE component  |  |  | . |
| Required Text and Supplemental Materials reflect the Standard/s and Component/s | Required text:Align with standard(s) and component(s) addressed by course  |  |  |  |
| Supplemental materials:Journal articles, etc. WebsitesVideos |  |  |  |
| Topical Course Outline (table format) | Date/Week |  |  |  |
| Readings |  |  |  |
| Assignments/exams and due dates |  |  |  |
| Title of assignment |  |  |  |
| Standard(s) and component(s) being assessed |  |  |   |
| Description of assignment (brief) |  |  |  |
| Assignments | Scoring |  |  |  |
| Due date |  |  |  |
| Contribution to course grade |  |  |  |
| Overall | Student can clearly identify how course objectives and outcomes are associated with specific EI/ECSE standard(s) and component(s) |  |  |  |

Is the Standard/Component being covered in another class? If so, which one?

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