



Canisius University Syllabus Checklist (with suggested language)

August 2026

Your syllabus serves as a contract between you, as a representative of the University, and the student. It is kept on file as the official record of what the class requirements were and the material that was covered for that particular semester. Each semester, your department chair will request copies of your syllabi to keep on record. The department keeps one copy and one copy is forwarded to the appropriate Dean. Your department may have requirements/guidelines it requests to be included in your syllabus; consult with your chairperson to see if such requirements/guidelines exist. Your course may also be required to contain elements and language as explicitly required by accrediting and governing bodies; consult with your chairperson and program director to see if such requirements/guidelines exist. The University allows flexibility in setting up your syllabus, but some topics should always be included, as detailed in [Canisius University Policy Manual Volume 5, Section 4.2](#) and the [New York State Department of Education](#).

Note that the [Canisius University Faculty Handbook](#) details on page 3 “*In carrying out the many and varied activities involved in teaching, faculty members shall meet classes as scheduled, post and maintain reasonable office hours, test their students adequately, adhere to the grading system and other academic policies published in the catalog or elsewhere, abide by the prescribed academic calendar, and administer final examinations (or their equivalent) at the officially scheduled time.*”

A syllabus communicates information about a course to students, preparing them for the content, structure, requirements, and expectations. By ensuring consistency in syllabi across Canisius University, students will become familiar with accessing information.

There is no required structure to the syllabi at Canisius, but certain materials must be included while others are suggested for comprehensive communication to students. This document will be updated at least once per academic year.

CHECKLIST OF REQUIRED SYLLABUS INFORMATION:

- ☐ Course Information:
 - ☐ Course number, department, section, year, credit hours and title
 - ☐ Course modality (In-Person, Online, Hybrid, Synchronous, Asynchronous, etc.)



- ☐ Location and Meeting times
- ☐ Instructor Information
 - ☐ Instructor name, instructor contact information, and specifically delineated office hours and location of the course instructor(s)
- ☐ Course description (consistent with academic catalog)
 - ☐ Course prerequisites/corequisites/Honor's requirements (including any course-specific fees)
- ☐ Required course materials and resources
- ☐ Student learning objectives including any dedicated by the department, core curriculum, Honor's curriculum accrediting or governing bodies
- ☐ Attendance, tardiness, participation, late work, incomplete, and extra-credit policy
- ☐ List/description of course requirements, including reading and written work and any associated late work policy
- ☐ Grading policy (basis of grade determination)
- ☐ Tentative course schedule/assignments
- ☐ Academic integrity policy
- ☐ Statement on AI use allowed in the course
- ☐ Accessibility statement(s)
- ☐ Statement on observance of religious holidays

CHECKLIST OF ADDITIONAL SUGGESTED SYLLABUS INFORMATION:

- ☐ Description of utilization of Ignatian Pedagogical Paradigm and Jesuit Values
- ☐ Acknowledgement statement reserving the right to adjust course expectations or schedule if needed
- ☐ Expected class dynamic statement
- ☐ Expected classroom etiquette expectations
- ☐ Technology use policy
- ☐ Mental health support and counseling center information
- ☐ Diversity and Inclusion statement
- ☐ Bias reporting statement and process (BRT & Title IX)
- ☐ Land Acknowledgement
- ☐ Additional campus services available including but not exclusive to:



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- ☐ Technology Guide
- ☐ Writing Center
- ☐ Tutoring support
- ☐ Veteran's Services
- ☐ Campus Ministry
- ☐ Andrew L. Bouwhuis Library



Example Course Information Sections and Statements

1. Course Information

- a. Course title & section number, department, title
- b. Semester & year the course is offered
- c. Class modality
- d. Credit hours
- e. Class location & meeting time

2. Instructor Information

- a. Your name, office location, and contact information (e.g., email address & office phone number).
 - i. *Consider adding an "Email Policy" to set student expectations for when they will receive an email from you.*
 1. *Example: Please note that I will respond to emails M-F 8:00am-6:00pm. Please allow for 2 business days for a reply. If you have not received a reply after 2 business days, please send another email.*
- b. Office hours
 - i. Maintain "reasonable office hours," as per page 3 of the Faculty Handbook. Check with your department chair for departmental office hours requirements.

3. Course Description & Rationale

- a. Description: Detail the general content that will be covered in the course. Be sure it is consistent with description in the University Catalog.
- b. Rationale: Explain the purpose of the course, how it relates to the overall program, department, and/or field of study. You can also detail how the course relates to the University mission and the Ignatian Pedagogical Paradigm.
- c. Identify any prerequisites

4. Course Materials and Resources

- a. Textbooks: Include required and recommended textbooks. Include full citation.
 - i. Include a statement about Canisius Complete
 1. *Example: This book is included in your Canisius Complete student order. If you do not wish to participate in First Day Complete in any of your courses, opt out before X/XX/20XX. More details about Canisius Complete can be found here:*
<https://www.canisius.edu/canisius-complete>



- b. Supplementary readings: Provide details about how students can access supplementary readings for the course and if they are required.
- c. Materials: Identify required/recommended lab and/or safety equipment, art supplies, calculators, computer software etc. Note any associated fees.

5. Student Learning Objectives

A good course plan includes learning outcomes, which are “the knowledge, skills, attitudes, and habits of mind that students take with them from a learning experience” (Suskie, 2004). All course syllabi must have course goals and objectives (learning outcomes), and course goals will be mapped to the program goals. If a course is designated as a core curriculum class, it must also include the learning goals and objectives for any field/attribute that it meets in the core in addition to course or program specific learning goals and objectives. Some departments will have broad course goals for multiple section courses, and you may then define a specific set of learning goals you hope to achieve. Aim for goals that are neither too broad nor too specific. When possible, use concrete action words that describe what students should be able to do, in explicit, observable terms, at the conclusion of the course. Once the learning goals are established, creating assignments, activities, and assessments becomes a straightforward process of connecting activities to goals. Consult with your department chair for further information.

- a. Course level: Include student learning outcomes that are measurable statements that outline exactly what students are expected to know, do, or value by the end of the course.
 - i. There are many resources available online to help guide learning objective construction. Below is an example.
 - 1. <https://provost.jhu.edu/education/institutional-assessment/assessment-at-jhu/assessment-measures/writing-effective-and-measurable-learning-objectives/>
- b. Departmental/Program level: Include the program or department level learning objectives and detail how the course meets them.
- c. Core or Honor's level: If your course is a part of the Canisius University Core Curriculum, be sure you outline the appropriate core learning objectives and detail how your course meets them.
- d. Jesuit Identity/Ignatian Pedagogical Paradigm: You may consider adding a statement addressing how your course adheres to [Jesuit Pedagogy](#) (i.e., context, experience, reflection, action, evaluation).



6. Course Procedures & Policies

- a. Attendance: You are free to set up whatever policy you wish with respect to attendance, but you must share this information with the students at the beginning of the semester.
 - i. The University Catalog notes that professors can dictate their own attendance policy. Consider carefully what the consequences will be should a student miss an excessive number of classes, and under what circumstances you would be willing to consider exigent circumstances.
- b. Tardiness: Detail any policy about the consequences of arriving to class late.
- c. Participation: Outline your expectations of in class participation
- d. Late work: Detail your late work policy – will late work be accepted? If so, is there a penalty for it?
 - i. *Sample Language: Deadlines for assignments are clearly outlined on the syllabus. If you do not turn in an assignment on its determined due date and time, you will receive late points. Students that turn in an assignment late will have one week to complete the work. There will be a 10% deduction each day the assignment is late (without documentation). If you have a family or personal emergency or need extra time due to personal issues, please contact me as soon as possible to discuss your options for completing work. Please note: Technology difficulties are not a valid excuse for a late submission. Please contact the help desk (helpdesk@canisius.edu) to assist you if you are experiencing technology difficulties. Please also use resources available to you: your roommate's tech, friend's tech, library resources. A broken laptop is not an excuse.*
- e. Incomplete: Outline your policy for incompletes,
 - i. *Sample Language: Above and beyond those specified in the catalog - Except in warranted circumstances, there are generally no incompletes given in this course.*
- f. Extra-Credit: Identify if extra-credit is available and how to request
 - i. *Sample Language A: Extra credit opportunities will be communicated to class via in person communication and on our D2L page.*
 - ii. *Sample Language B: No specific extra-credit assignments/projects will be assigned*
- g. Class dynamic: you might be inclined to include a short description of your teaching methodology



- i. *Sample Language: I strive to make my classroom engaging and welcoming for all students. We will often complete activities in class in small groups to facilitate comfort with your classmates. I encourage my students to share their opinions and points of view on topics often.*
- h. Classroom Etiquette: you might wish to detail your expectations for student behavior in the classroom.
 - i. *Sample Language: An essential characteristic of Canisius is the dignity and civility with which students and instructors conduct themselves both inside and outside the classroom. All students share in the responsibility of making the classroom, whether physical or virtual, a positive place to learn. Attendance is more than just being in the classroom; students are expected to be prepared, attentive, and respectful of others.*
 - ii. Technology: detail any expectations you have regarding technology use and the use of D2L.
 - 1. *Sample Language for Technology Use in Class: Please be respectful to your peers and me by refraining from using electronics (laptops, smartphones, AirPods, earbuds, headphones, etc.) for non-class purposes.*
 - 2. *D2L Sample Language: D2L and Canisius email will be used as a means of communicating about important course news (e.g., information regarding exams, assignments, etc.), so be certain to check regularly for information. D2L will also be used as a means of distributing course materials. Study guides will be posted on D2L. Students are responsible for making copies of these materials, based on individual need. I will, generally, not distribute them in paper form. You will submit assignments via the D2L Assignment Tab. Submission to the D2L Dropbox verifies the date and time an assignment was turned in; this information will be used to determine if an assignment was completed on time. All submissions to D2L should be standard WORD documents or PDFs (not Pages or Google documents, etc.). You may submit paper copies of assignments if you prefer. Note that I may sometimes require that a paper copy of an assignment be submitted (in addition to the D2L submission). Please also note that D2L is not a substitute for class attendance and participation.*



- i. Class Cancellation Policy: Detail how you will handle any class cancellations.
 - i. *Sample Language: If class is cancelled due to illness or any other unforeseen circumstance, you will be notified via email and on our D2L website. I will try to notify you at least two hours in advance if possible.*

7. Grading information

- a. Canisius University allows instructors to dictate the criteria for letter grades; there is no universal grading scale. It is up to the instructor to decide what percentage point falls under each letter grade. Canisius University outlines the standards that students must meet to earn each letter grade. Review the details for [undergraduate here](#) and [graduate here](#).
- b. New instructors should check with their department chair to confirm if there is a standardized grading scale that their department uses.

8. Assignments

- a. Exams, Tests, Projects, Reflections, Quizzes, etc. Explain when and how you will be assessing students. Try to schedule several assessments, even if they are small (such as quizzes, short reflection papers, or other low-risk activities), early in the term.
- b. Include a short description of what assignments students will submit and how many points each is worth.

9. Course Outline/Schedule

- a. Include a daily or weekly schedule that details topics, readings, and assignment due dates.
- b. Include a statement that indicates that the course schedule is subject to change and how students can expect to be alerted of any changes.
 - i. *Example: The course schedule may be subject to change throughout the semester. If the schedule does change, you will be notified in class and a revised and updated syllabus will be posted to D2L.*

Academic Policy Statements

1. Academic Integrity

- a. Inform students of the consequences which may result from plagiarism and cheating in your class. These policies should be defined by your own professional judgment and the guidelines of Academic Integrity at Canisius.
 - i. [Canisius Undergraduate Code of Academic Integrity](#)
 - ii. [Canisius Graduate Code of Academic Integrity](#)



- iii. *Sample Language: You are responsible for reading and understanding the Canisius University Code of Academic Integrity (<http://www.canisius.edu/integrity/>). Violations of the Code may result in instructor and college level sanctions ranging from failure on the assignment/course through dismissal from the university. Special note on Plagiarism: When you turn in assignments or exams to satisfy the requirements for this course, you are indicating it is your work. The failure to acknowledge your use of another work is plagiarism. All references must be cited according to the current STYLE guidelines.*

2. AI Use

- a. The Canisius University Faculty Senate passed an [AI Use policy](#) on 6/4/2026.
 - i. *Sample language A: Canisius University has adopted the AI Assessment Scale (<https://aiassessmentscale.com/>). This course will indicate what level of AI use is acceptable for each individual assignment. If such tools are authorized, use must be documented on the student submission, unless this requirement is explicitly waived. All members of the Canisius University community agree to exercise complete honesty in their academic work and accept responsibility for maintaining academic integrity.*
 - ii. *Sample language B: Canisius University has adopted the AI Assessment Scale (<https://aiassessmentscale.com/>). This course is a Level 3: AI Collaboration is allowed. If such tools are authorized, use must be documented on the student submission, unless this requirement is explicitly waived. All members of the Canisius University community agree to exercise complete honesty in their academic work and accept responsibility for maintaining academic integrity.*

Student Support Statements

1. Accessibility Statements

- a. It is required by federal law that your syllabus have a statement that reflects that services are available for individuals with both cognitive and physical disabilities.
 - i. *Sample Language: "The Golisano Center for Student Success serves as the University's advocate for students with disabilities and is responsible for arranging necessary support. Any student who needs academic*



accommodations should contact the Accessibility Support (AS) Office at (716) 888-2476 or the Golisano Center at (716) 888-2170. If you have a disability for which accommodations are necessary, please also inform the instructor. For more information about the AS Office or academic accommodations, please visit the accessibility support [web page](#) or call 716-888-2476."

2. Special Circumstances

- a. It is often wise to invite students to share with you, in confidence, any special situation that might complicate their progress in the course; e.g., critical family issues, sports participation, job responsibilities, chronic illness, travel, etc. Effective communication will allow you and your students to maintain your standards even in the face of complications.
 - i. *Sample Language: Any student who faces challenges securing their food, housing, or mental security and believes this may affect their performance in the course is urged to contact the Dean of Students for support. Furthermore, please notify me if you are comfortable in doing so. This will enable me to provide any resources that I may possess.*

3. Religious Holidays

- a. Canisius University adheres to the NY State regulations regarding the [observance of religious holidays](#). You may wish to include a statement in your syllabus.
 - i. *Sample Language: Students who are unable to attend class or participate in coursework requirements on a particular day because of his or her religious beliefs will be granted a makeup opportunity, provided that the student alerts the instructor at least one week in advance. Any absence due to a religious holiday falling on a class day will be excused.*

4. Students With Personal/Mental Health Concerns

- a. The Counseling Center has developed a support statement to encourage students to see mental health care.
 - i. *Sample Language: Students who experience personal problems of any kind, especially problems that might affect their academic performance, are encouraged to contact the Canisius University Counseling Center. The Counseling Center, located in 105 Bosch Hall, provides free, confidential counseling services to all students, including individual counseling, brief consultations, emotional and crisis support. Counseling is offered in person or via video. Walk-In Hours are available Mon-Fri 3pm-4pm.*



5. Diversity and Inclusion

a. *Sample Language:*

Consistent with our Catholic Jesuit mission and identity, we stand in solidarity with and advocate for everyone of all abilities, identities, life experiences, and perspectives. As a campus located in a diverse Buffalo community, we are committed to:

- *Creating a culture of acceptance, awareness, learning, respect, and understanding inside and outside of the classroom*
- *Pursuing academic excellence through a curriculum of diverse ideas and vibrant interpersonal classroom experiences that challenge individuals to grow*
- *Promoting a safe and welcoming experience that encourages questioning and discussion*
- *Advancing equity by removing institutional barriers to success for all members of the community*
- *Developing lifelong learners who contribute to an increasingly diverse and global society*

6. Bias Reporting

a. You may wish to include statements in your syllabus that inform students how to report bias incidents.

i. *Bias Response Team*

1. *Sample Language: A bias incident is an incident motivated, in whole or in part, by the offender's bias against the actual or perceived age, creed, color, disability, gender, gender identity, gender expression, national origin, race, religion, sex, sexual orientation, or any other protected status of the targeted person or group, and may or may not rise to the level of a criminal offense. You can report a bias incident by calling 716-888-2427, emailing biasreport@canisius.edu, or filling this [online form](#).*

ii. *Title IX*

1. *Sample Language: Canisius University is committed to creating and maintaining an environment free from discrimination. In support of this commitment, the University prohibits sex and gender-based discrimination including harassment and violence. Students who feel they have been harassed, discriminated against,*



or involved in sexual violence should contact the Title IX Office (716-888-3781) or report the [incident online](#).

7. Land Acknowledgement

- a. As a community dedicated to the ideals of Jesuit education, Canisius acknowledges that we are currently gathered on the traditional homelands of the Seneca, part of the Haudenosaunee people, and by honoring the sovereignty of the Seneca, Cayuga, Onondaga, Oneida, Mohawk, and Tuscarora. In doing so, we are embodying our institution's commitment to diversity, equity, and inclusion. This should not merely be symbolic, our acknowledgement should spark action in which we honor the history of the land by reflecting on the relationship of Indigenous people and their culture to this land upon which this institution sits, and by recognizing the causes and consequences of inequity. We are called to action in our efforts to address diversity, equity, and inclusion in curriculum, policies, and procedures. Canisius is committed to confronting painful truths, finding reconciliation, and promoting social justice.

8. Additional Services

- a. Other Text/Links to include in your syllabus for your students reference, support, and guidance.
 - i. [Quick Technology Guide for Students](#)
Here's a quick guide to information technology resources available to students at Canisius University.
 - ii. [Tutoring Center](#)
The Tutoring Center at Canisius University offers a comprehensive level of tutoring services to best support students in successfully completing their academic careers while assisting them in developing the skills to become successful lifelong learners. It provides a dedicated staff of peer tutors ready to assist students in their academic pursuits. In accordance with the Canisius University mission, we foster in our students a commitment to excellence.
 - iii. [Veteran Support](#)
The Veterans Support office at Canisius University is dedicated to providing an environment that helps our veteran students achieve their academic and personal goals. Our staff is committed to creating a supportive and friendly atmosphere where students feel comfortable seeking assistance concerning both academic and non-academic issues.



iv. [Writing Center](#)

The Canisius University writing center aims to help students, faculty, and staff with writing at any stage of the writing process. We work with writers in any field, including the humanities, the social sciences, and the hard sciences. Our aim is to help students become stronger writers. We do this through one-on-one peer tutoring. Writing center appointments are for any writer at any skill level. Because all writing is a conversation, talking about your writing with one of our tutors will help you become a stronger writer. Tutors are undergraduates who complete a for-credit training course before they begin working in the center.

v. [Campus Ministry](#)

The Office of Campus Ministry at Canisius University strives to help students find, share, and reflect on where they see God in their lives. We walk with students as they explore the connections between faith and justice. We are committed to building community and welcome students of all faith traditions.

vi. [Andrew L. Bouwhuis Library](#)

With values emerging from our Catholic, Jesuit traditions, and rooted in the mission of the University, the ALB Library serves as the intellectual, academic, and social center of Canisius, transforming students and others into lifelong learners who will serve and lead in a global society.