



Developing an IET Syllabus: Key Elements

This checklist can help Integrated Education and Training (IET) program providers and instructors develop a comprehensive, integrated syllabus that can serve as a roadmap for their IET students. It is essential to incorporate both the foundational elements necessary for any strong syllabus and the IET-specific elements that convey to students the unique goals, structure, expectations, and requirements of the IET program.

Foundational Elements¹

Does the syllabus include the foundational information students need to succeed in the course?

1. Learning objectives (what students will learn and take away from the course)
2. Basic information (course logistics, instructor contact information, office hours)
3. Course content (schedule, outline, meeting dates, major topics, and subtopics)
4. Student responsibilities (expectations, assignments, due dates, attendance/missed work policies)
5. Grading method (detailed description of assessment information and criteria)
6. Materials and access (required texts, equipment, tools, technology, and how to get them)

IET Elements

Does the syllabus include the IET-specific information students need to succeed in the course?

1. Are the benefits of the integrated IET instructional approach made clear to students?
2. Is it clear that two instructors are teaching the integrated course/program (if applicable)? Is it clear what students can expect from each instructor, what each instructor's their roles are, and how they work together?
3. Is the syllabus written appropriately for and in language accessible to the intended adult learner audience?
4. Are the learning goals and outcomes integrated (i.e., reflective of the single set of learning objectives)?
5. Are the three required IET components identifiable (i.e., adult education and literacy, workforce training, and workforce preparation)? Are they offered concurrently and contextually?
6. Is the occupation and/or industry clearly identified? Is it clear which credential(s) are to be attained? Are the industry or occupational standards evident?
7. Are occupationally relevant materials referenced on the syllabus?
8. Does the syllabus describe support services available to learners?

¹ "Syllabus Design," accessed March 12, 2024, Harvard University, Derek Bok Center for Teaching and Learning, <https://bokcenter.harvard.edu/syllabus-design>.

