



Early College Dual Credit – Application & Syllabus Checklist

High School Name _____

High School COURSE Name _____

Length of Course (Yearlong/Semester/Trimester) _____

Number of Contact Hours _____ Lab Hours (if applicable) _____

GFU Course Name

Please leave blank if you are unsure _____

Please ensure the syllabus includes the following components:

General Course Information

- ☐ High School Name and High School Course Title
- ☐ Academic Term
Example: Fall 2025-26 / Yearlong 2025-26 / Spring 2025-26
- ☐ George Fox University Equivalent Course Title and Credit Hours
Example: This course qualifies for PHYS 150 – Physics of Everyday Life (4 college credit hours) through George Fox University, if students choose to register. Registration opens in the fall.
- ☐ Instructor Full Name and Credentials
Example: Jane Doe, M.Ed
- ☐ Instructor Email Address

Course Content and Structure

- ☐ Course Description
- ☐ Course Learning Outcomes/Objectives
- ☐ Required Textbook/Readings/Materials
- ☐ Course Requirements
List and describe key learning activities such as: homework, projects, exams, labs, etc.
- ☐ Assessment and Grading Structure
Clearly describe how student performance will be evaluated

****For science and literature courses, please review the additional requirements below.***

Science Courses – Additional Requirements

- ☐ **Textbook (college-level/less than 10 years old) and Laboratory Manual**
Include citation: title, edition, publisher, and year
- ☐ **Supplemental Resources (if using various sources)**
List as: “Various sources including...” and cite at least two or three examples
- ☐ **Detailed Course and Lab Schedule**
Include specific topics and assignments. Avoid vague titles like “Lab #1” or “Inquiry Lab”
- ☐ **Lab Activity Criteria**
Hands-on and conducted in a laboratory or field setting; provide student access to scientific instrument; include both quantitative and/or qualitative analysis; inquiry based

Literature Courses – Additional Requirements

- ☐ **Complete Reading List**
Include all assigned literary works (author, title, and edition/translation if applicable)
- ☐ **Estimated Reading Load**
Provide total pages and/or chapters, with approximate weekly expectations
- ☐ **Representation of Literary Voices**
Include a range of majority and minority voices within the literary tradition*

** As you design your course for dual credit consideration, George Fox University asks that your selected texts reflect both the foundational works of the literary canon and a thoughtful inclusion of diverse minority voices that broaden and deepen that tradition. Including a range of perspectives across cultural, racial, and historical contexts helps students engage literature as an ongoing conversation and aligns your course with rigor and relevance at the university level.*



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George Fox University
Early College Program
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