Thank you for considering a syllabus submission to the ABCT Course Syllabus Teaching Resource.

Your time and willingness to share your work is greatly appreciated.

Please take a moment to review our evaluation criteria below.

All new submissions will be reviewed and considered holistically *based on overall fit* with these criteria. Existing submissions will also be periodically reviewed and updated at regular intervals.

**Evaluation Criteria for ABCT Syllabus Submissions**

**1.** There is a high degree of information about or focus on cognitive-behavioral therapies and conceptualizations in the course.

**2.** The syllabus contains high quality texts and articles that are of sufficient amount for the level of the course (e.g., strong empirical, theoretical, or evidence-based readings, high-quality newer readings but also “classic” or seminal works, readings from journals with high impact factors, etc.)

**3.** There are innovative or rigorous class assignments and exercises.

**4.** The syllabus is from a content area to which we are looking to add (e.g., a slightly less rigorous course syllabus from an area we are prioritizing for growth may be given more weight).

**5.** The course overview, goals, objectives, requirements, and structure are clear, appropriate, and of high quality (e.g., a thorough description of the specific skills and knowledge you want students to gain and how students will demonstrate their acquisition of those skills and knowledge through course requirements).

**6.** The assignments and topics are described well and clearly enhance the skills or knowledge of the student in the intended content area (e.g., a syllabus with a day-by-day description of what topics, readings, and assignments will be covered on what dates is probably stronger).