Checklist of Inclusive Excellence (IE) in Syllabi

Does your syllabus:

0 Show intent to create a promising learning environment by:
  __ Using a tone that is positive, respectful, inviting and directly addresses students as competent and engaged learners?
  __ Describing class meetings? For example, what types of activities should students be prepared to engage in: dialogue, lecture, teamwork, presentations, etc.?
  __ Providing multiple opportunities (throughout the quarter, not just at the end) for students to give feedback on the course and assess your teaching?
  __ Focusing more on possibilities, not on punishments?
    o For example, the syllabus can de-emphasize policies by positioning them in the latter part of the syllabus.
  __ Communicating that the instructor cares about students? Does the syllabus communicate that the instructor believes each student can succeed?
    o For example, the syllabus can offer strategies for how to meet and exceed expectations through review sessions, appropriate office hours, additional background materials, etc.

0 Include statements related to (see handout for examples):
  __ Establishing inclusive learning environments
  __ Your philosophy of teaching
  __ Accommodations for students with disabilities/medical issues, religious holidays, student athletes, etc.
  __ Elective gender pronouns

0 Address Universal Design for Learning by:
  __ Using screen-reading (i.e., assistive technology) software?
  __ Offering variety of ways to contact the professor?
  __ Listing required and recommended texts and (a) state where they can be purchased, and (b) offer opportunities to order electronic equivalents early to ensure timely conversion to an alternative format?
  __ Describing multiple ways to submit course assignments?
  __ Containing general information about student-oriented campus resources and additional resources that may be specific to the course? For example:
    o writing centers
    o tutoring centers
    o computer centers
    o library hours
    o lab hours
State student learning outcomes by:

- Making explicit what skills and knowledge students should have by the time they complete the course?
- Including learning outcomes that explicitly address skills and knowledge related to inclusivity?

Explain how student learning will be assessed by:

- Making explicit what skills and knowledge you are assessing?
- Using diverse range of assessment methods?

Honor diversity by:

- Reflecting diverse backgrounds in your readings and in other course content materials, and/or allowing student choice in finding diverse sources of content?
- Depicting a diversity of people in leadership positions and other desirable roles?

Articulate the course schedule by:

- Listing topics/readings in chronological order with assignment due dates?
- Taking into account religious holidays when scheduling major exams or deadlines? And explaining policies for students to make up assignments that are missed?

References


