

Inclusive Syllabus Checklist

Does your syllabus:

- Use a supportive and warm tone.
- Use student-centered language.
- Avoid capital letters for emphasis.
- Use first-person statements (I, you, we) instead of third person (students shall)
- Present an inclusion statement which connects specific elements of course to your values of inclusion.
- Include specific statements about accessibility, affordability, and student success.
- List trainings you have done that relate to minoritized groups.
- Highlight content and authors that relate to your commitment to diversity and inclusion.
- Make full use of resources that students must purchase to be successful.
- Explicitly show which resources are optional and which are required.
- Have content which relates to human diversity.
- Diversify who is represented as an authority in your field.
- State how much time students should expect to spend on various tasks.
- Include many low-stakes assessments and seek to move away from one or two high-stakes assessments that make up a majority of the course grade.
- Embed a growth mind-set in the grading scheme. (Dropping the lowest grade, weighing earlier assessments less than later ones, etc.)
- Use backward design concepts: 1.) state learning outcomes. 2.) Connect assessments to those outcomes which provide evidence that students have gained knowledge, skills, and abilities outlined in your outcomes. 3) Provide learning activities to help students build toward your assessments.
- Describe class meetings: what should students expect?
- Communicate how students should address you.
- Communicate appropriate pronoun use.
- Include the [land acknowledgement](#).
- Offer ways to contact the instructor.
- Include syllabus statement from the [Office of Disability, Access, and Inclusion](#).

Based on Kelly A. Hogan and Viji Sathy, *Inclusive Teaching: Strategies for Promoting Equity in the College Classroom*, Morgantown, West Virginia University Press, 2022, pages 82-84

___ Have general information on how to make use of: the Academic Enhancement Center, the Library, IT Helpdesk, or any other campus resources that students may need to be successful.

Have you

___ Had a colleague review your syllabus.

___ Had a student review your syllabus.

___ Researched and compared open source versus copyrighted materials for your class.

___ Realistically determined how long it would take a student to complete the tasks listed in your syllabus.