

## Mindful and Learner-Centered Syllabus Checklist

**Checklist Directions:** Please use this checklist to determine whether your course syllabus includes these components of a learner-centered syllabus.

### Course Information

- Course Abbreviation and Number
- Course Title
- Semester and Year (Start Date to End Date)
- Number of Credit Hours

### Instructor Information

- Name
- Office Address
- Office Hours and Other Contact Information
- Telephone Number
- Email Address

If the instructor has a teaching assistant, include contact information.

### Departmental Information

- Name of Department
- Location of Departmental Office
- Preferred Contact Information for the Department

### Course Goals and Learning Outcomes

- To give a basic background and starting point for course design use [CELT's Basic Course Design: Aligning Course Objectives with Class Assignments and Your Teaching Approach](http://bit.ly/1TqBeW3) website (<http://bit.ly/1TqBeW3>)
- Discuss how the course fits into the overall curriculum. Answer the question "Why is this course useful?"
- List 4-5 broad-based learning outcomes that reflect what the students will learn and skills they will develop by successfully completing the course.
- Orient students to the discipline if this is an introductory course.

### Learner Objectives

- List three to five major learning objectives. For example: What will students know or be able to do after completing the course? Or what skills or competencies do you want them to develop?
- Visit [CELT's Tips on Writing Course Goals/Learning Outcomes and Measurable Learning Objectives](http://bit.ly/1QvTjzt) website (<http://bit.ly/1QvTjzt>) as a resource for developing your course.

**Describe Course Format**

- Specify textbooks and readings by author and editions. When possible, explain connections to the course goals and how the text and readings address them.
- Explain whether you expect students to have completed readings before class sessions and the degree of understanding that you expect (e.g., successfully complete pop quizzes, can discuss concepts, or apply reading information to problem-solving scenarios).
- Explain other requirements such as group assignments, individualized consultation, etc.
- If readings are placed on reserve in the library, discuss library policy.
- Identify additional equipment or materials needed and where students can obtain them.

**Assignments (Papers, quizzes, exams, projects, etc.)**

Be as specific as possible about:

- Types of exams, quizzes, exercises, projects, papers, etc.
- Expectations for performance

**How will Students Be Evaluated?**

- Explain how students will be evaluated and grades assigned.
- Include components of final grade, weights assigned to each component, grading on a curve or scale, etc.

**Course Policies**

Discuss your policies clearly regarding:

- Expectations for attendance, assignments, late assignments, make-up options, extra credit and examinations
- Reporting illness
- Cheating and plagiarism
- Expected classroom behaviors (examples available on the last page of this checklist)
- Describe students' responsibilities in the learning process
- Visit [ISU Catalog](http://catalog.iastate.edu/) website (<http://catalog.iastate.edu/>) for the grading policies regarding incomplete marks

**Course Calendar**

- Provide a course calendar that outlines topics to be covered, reading requirements, assignment due dates, etc. If necessary, revise it and be sure students get an updated version.
- Important Dates: List important dates (or include a link to the ISU Academic Calendar) such as last drop date, registration dates for the next semester, etc. Visit the [ISU Academic Calendar](http://www.registrar.iastate.edu/calendar) website (<http://www.registrar.iastate.edu/calendar>) for detailed information.
- Dates and times of any exams scheduled outside of class time (If needed, visit [Online Testing Center](http://www.testcenter.iastate.edu/) website (<http://www.testcenter.iastate.edu/>) for additional information)
- Date and time of final exam
- Use the [Interfaith Calendar](http://www.interfaith-calendar.org/) website (<http://www.interfaith-calendar.org/>) when scheduling projects, presentations, and exams to consider any potential conflicts.

### Additional Learner-Centered Information

- Provide a glossary of terms and jargon (slang) commonly used in the subject area.
- Inform students about sensitive or potentially disturbing information or activities covered in the course.
- Consider adding a link in your Canvas course to [ISU's Online Learner Support](http://bit.ly/isuonlinesupport) webpage (<http://bit.ly/isuonlinesupport>) found in the [MyCanvas Students at ISU](http://bit.ly/mycanvasstudent) course site (<http://bit.ly/mycanvasstudent>).
- Estimate student workload. Give students a sense of how much preparation and work the course requires. But be realistic; they don't believe either scare tactics or soft-pedaling. (Remember that yours is not the only class that they're taking.) One way to determine the workload is to use the [Rice University Course Workload Estimator](http://cte.rice.edu/workload/) web tool (<http://cte.rice.edu/workload/>).
- Include information on how to succeed in the course, such as:
  - Check your Iowa State email regularly
  - Log into the course website daily
  - Communicate with your instructor and visit during office hours
  - Create a study schedule so that you don't fall behind
  - Information about campus resources such as tutoring, study skills help, etc.
  - Resources for obtaining additional help, such as tutors, academic coaching, and supplemental instruction visit the [Academic Success Center](http://www.asc.dso.iastate.edu/) website (<http://www.asc.dso.iastate.edu/>)

### Recommended Iowa State University Syllabus Statements from Faculty Senate

#### Statement on Academic Integrity:

To promote integrity and deter dishonest academic work, it may be useful to consider including a statement of expectations and consequences related to academic misconduct in your course syllabus. For statement examples visit the [Student Conduct's Academic Misconduct](http://www.studentconduct.dso.iastate.edu/academic-misconduct/armfacultystaff) webpage (<http://www.studentconduct.dso.iastate.edu/academic-misconduct/armfacultystaff>).

#### Accessibility Statement:

Iowa State University is committed to assuring that all educational activities are free from discrimination and harassment based on disability status. Students requesting accommodations for a documented disability are required to meet with staff in Student Accessibility Services (SAS) to establish eligibility and learn about related processes. Eligible students will be provided with a Notification Letter for each course and reasonable accommodations will be arranged after timely delivery of the Notification Letter to the instructor. Students are encouraged to deliver Notification Letters as early in the semester as possible. SAS, a unit in the Dean of Students Office, is located in room 1076, Student Services Building or online at [www.sas.dso.iastate.edu](http://www.sas.dso.iastate.edu). Contact SAS by email at [accessibility@iastate.edu](mailto:accessibility@iastate.edu) or by phone at 515-294-7220 for additional information.

#### Statement on Dead Week:

This class follows the Iowa State University Dead Week policy as noted the ISU Policy Library; as well as section 10.6.4 of the Faculty Handbook. Visit the [ISU Policy Library](http://www.policy.iastate.edu/) website (<http://www.policy.iastate.edu/>) for policy wording.

#### Discrimination and Harassment:

Iowa State University does not discriminate on the basis of race, color, age, ethnicity, religion, national origin, pregnancy, sexual orientation, gender identity, genetic information, sex, marital status, disability, or status as a U.S. Veteran. Inquiries regarding non-discrimination policies may be directed to Office of Equal Opportunity, 3410 Beardshear Hall, 515 Morrill Road, Ames, Iowa 50011, Tel. 515 294-7612, Hotline 515-294-1222, email [eooffice@iastate.edu](mailto:eooffice@iastate.edu)

#### Religious Accommodations:

Iowa State University welcomes diversity of religious beliefs and practices, recognizing the contributions differing experiences and viewpoints can bring to the community. There may be times when an academic requirement conflicts with religious observances and practices. If that happens, students may request reasonable accommodation for religious practices. In all cases, you must put your request in writing. The instructor will review the situation in an effort to provide a reasonable accommodation when possible to do so without fundamentally altering a course. For students, you should first discuss the conflict and your requested accommodation with your professor at the earliest possible time. You or your instructor may also seek assistance from the [Dean of Students Office](http://dso.iastate.edu) (<http://dso.iastate.edu>) at 515-294-1020 or the [Office of Equal Opportunity](https://www.eoc.iastate.edu) (<https://www.eoc.iastate.edu>) at 515-294-7612.

**Consider Including these Examples of Inclusive, Professionalism and Mutual Respect Statements:**

- Related to ISU's Principles of Community, "Students are responsible for living the tenets established in ISU's Principles of Community: Respect, Purpose, Cooperation, Richness of Diversity, Freedom from discrimination, and the Honest and respectful expression of ideas. Visit [ISU's Principles of Community](http://www.diversity.iastate.edu/principles-of-community) website (<http://www.diversity.iastate.edu/principles-of-community>)
- Regarding name, gender identity and/or gender expression, "Class rosters are provided to the instructor with the student's legal name. I will gladly honor your request to address you by an alternate name or gender pronoun. Please advise me of this preference early in the semester so that I may make appropriate changes to my records."
- Promoting student health and wellness, "Iowa State University is committed to proactively facilitating the well-being of all students. We welcome and encourage students to contact the following on-campus services for assistance regarding their physical, intellectual, occupational, spiritual, environmental, financial, social, and/or emotional needs:
  - o Student Wellness call (515) 294-1099 or via website (<http://studentwellness.iastate.edu>);
  - o Thielen Student Health Center call (515) 294-5801 (24/7 Medical Advice) or via website (<http://www.cyclonehealth.org>);
  - o Student Counseling Services call (515) 294-5056 or via website (<https://counseling.iastate.edu>);
  - o Recreation Services call (515) 294-4980 or via website (<http://recservices.iastate.edu>).
 Students dealing with heightened feelings of sadness or hopelessness, thoughts of harm or suicide, or increased anxiety may contact the ISU Crisis Text Line (Text ISU to 741-741) or contact the ISU Police Department (515) 294-4428."
- Fostering a safe community, "Green Dot Project: A green dot is any choice, behavior, word or attitude that promotes safety for everyone and communicates utter intolerance for power-based personal violence in our Iowa State University community. A green dot is anything you do to make our community safer. What is your Green Dot? Visit the [Green Dot - Student Wellness](http://www.studentwellness.iastate.edu/greendot/) website (<http://www.studentwellness.iastate.edu/greendot/>)."
- About mutual respect and professionalism, "You are expected to treat your instructor and all other participants in the course with courtesy and respect. Your comments to others should be factual, constructive, and free from harassing statements. You are encouraged to disagree with other students, but such disagreements need to be based upon facts and documentation (rather than prejudices and personalities). It is the instructor's goal to promote an atmosphere of mutual respect in the classroom. Please contact the instructor if you have suggestions for improving the classroom environment. It is preferable if students discuss issues directly with the instructor, however, students may also leave a note in the instructor's mailbox."
- Relevant to the ISU Inclusive Language policy stating, "All university publications and communication, whether oral or written, shall use inclusive language and illustrations. Inclusive language refers to language that makes every attempt to include comprehensively all groups in the community. Whenever possible, selection of academic materials will also reflect efforts to uphold this university policy." Visit the [Policy Library's Inclusive Language](http://www.policy.iastate.edu/policy/language) website (<http://www.policy.iastate.edu/policy/language>).
- Related to University policies, "Students in this course are responsible for being familiar with the University's student rules and policies. Visit the [ISU Policy Library](http://www.policy.iastate.edu/) website (<http://www.policy.iastate.edu/>)."
- Usability, disability and design*: I am committed to creating a course that is inclusive in its design. If you encounter barriers, please let me know immediately so that we can determine if there is a design adjustment that can be made or if an accommodation might be needed to overcome the limitations of the design. I am always happy to consider creative solutions as long as they do not compromise the intent of the assessment or learning activity. You are also welcome to contact the Student Accessibility Services (515-294-7220) to begin this conversation or to establish accommodations for this or other courses. I welcome feedback that will assist me in improving the usability and experience for all students.

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