

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

- 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?

If appropriate, be clear about what the course does not address.

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, be able to 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:

- Attendance
- Late assignments
- Make-up options
- Extra credit
- Deadline extensions
- Reporting illness
- Cheating and plagiarism
- Expected classroom behaviors
- Expectations for attendance, assignments, and examinations
- Describe students' responsibilities in the learning process
- Visit [ISU Catalog](#) website 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 such as last drop date, registration dates for the next semester, etc. Visit [ISU Academic Calendar](#) website for semester detail information.
- Dates and times of any exams scheduled outside of class time (If needed, visit [Online Testing Center](#) website for additional information)
- Date and time of final exam
- Visit [Interfaith Calendar](#) website when scheduling projects, presentations, and exams to consider any potential conflicts.

Additional Learner-Centered Information

- Provide a glossary of terms and jargon commonly used in the subject area.
- Inform students about sensitive or potentially disturbing information or activities covered in the course.
- 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.)
- Include information on how to succeed in the course, such as:
 - Check your Iowa State email regularly
 - Log into the course website on Blackboard 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, teaching assistants, supplemental instruction (if any).

Recommended Iowa State University Syllabus Statements

- 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. Visit [Office of Student Conduct Academic Misconduct](#) webpage for statement examples.
- Statement on Disability Accommodation:

Iowa State University is committed to assuring that all educational activities are free from discrimination and harassment based on disability status. All students requesting accommodations are required to meet with staff in Student Disability Resources (SDR) to establish eligibility. A Notification Letter form will be provided to eligible students. The provision of reasonable accommodations in this course 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. SDR, a unit in the Dean of Students Office, is located in room 1076, Student Services Building or online at www.dso.iastate.edu/dr/. Contact SDR by e-mail at disabilityresources@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 [ISU Policy Library](#) website for policy wording.

Harassment and Discrimination:

Iowa State University strives to maintain our campus as a place of work and study for faculty, staff, and students that is free of all forms of prohibited discrimination and harassment based upon race, ethnicity, sex (including sexual assault), pregnancy, color, religion, national origin, physical or mental disability, age, marital status, sexual orientation, gender identity, genetic information, or status as a U.S. veteran. Any student who has concerns about such behavior should contact his/her instructor, [Student Assistance](#) at 515-294-1020 or email dso-sas@iastate.edu, or the [Office of Equal Opportunity and Compliance](#) at 515-294-7612.

Religious Accommodations:

If an academic or work requirement conflicts with your religious practices and/or observances, you may request reasonable accommodations. Your request must be in writing, and your instructor or supervisor will review the request. You or your instructor may also seek assistance from the [Dean of Students Office](#) or the [Office of Equal Opportunity](#).

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

- 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 [Inclusive Language Policy - Policy Library](#) website.
- 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.”
- In reference to 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.
- Related to University policies, “Students in this course are responsible for being familiar with the University’s student rules and policies. Visit [ISU Policy Library](#) website.”

