

THE EQUITY-MINDED SYLLABUS CHECKLIST

STUDENT EQUITY COMPONENTS

WELCOME

- Is the tone of the syllabus welcoming?
- Is it personal and engaging?
- Does the syllabus generate a sense of excitement about the course?
- Does it convey your excitement about teaching the course?
- Is the document visually stimulating?

PARTNER

- Does the syllabus give students the sense that they will be both challenged and supported?
- Are students encouraged to come to your student hours?
- Are students encouraged to utilize campus support services?
- Are students with disabilities informed that appropriate accommodations can and will be provided?

VALIDATE

- Does the syllabus communicate your belief that they can succeed in the course?
- Does the syllabus avoid treating students as “problems” to be fixed?
- Are students encouraged to participate in class discussions?
- Is it communicated that their voices matter?

REPRESENT

- Are scholars of diverse racial and ethnic backgrounds included, or is Whiteness presented as the norm?
- Are women well represented, or are men presented as the norm?
- Are other historically underrepresented groups included?
- Are the topics and assignments designed to be personally relevant and engaging to the students?
- Does course content invite students to critically analyze the way race, gender, and other social factors have been represented (or underrepresented) in the field?

EMPOWER

- Does your course content connect the material to your students’ lives?
- Do your assignments give students the opportunity to be creative and develop mastery through the creation of a meaningful product they can be proud of?
- Do your assignments give students an opportunity to make a difference on their campus or in their community?

DEMYSTIFY

- Was the information clear and easy to follow?
- Were course practices, policies, and information sufficiently explained?
- Were the campus policies and practices sufficiently explained?
- Was it clear to the student what they need to do to succeed in the course?
- Is the grading policy simple, straightforward, and clear?

COURSE INFORMATION COMPONENTS

INSTRUCTOR INFORMATION

- Instructor Name and Contact Information
- Office Location and Office Hours
- Welcome Statement/Teaching Philosophy

BASIC COURSE INFORMATION

- Course Name and Number
- Location/Day/Time
- Textbook and Other Course Materials
- Canvas or other Online Resources
- Course Description
- Student Learning Outcomes

ASSIGNMENTS AND GRADING

- Schedule of Topics, Readings, Exams, and Assignments
- Description of Assignments
- Grading Details/Rubric for Assignments
- Course Grade Policy and Scale

COURSE AND CAMPUS POLICIES

- Attendance Policy
- Late and Missed Work
- Classroom Expectations and Participation
- Academic Integrity
- Disability Policy

KEYS TO SUCCESS

- Instructor's Tips for Success in the Course
- Campus Academic Resources (Tutoring Center, Writing Center, etc.)
- Campus Student Resources (Disabled Student Services, Veterans Services, Queer Space, Food Resources, etc.)

The Equity-Minded Syllabus Checklist is a work in progress.

Please send suggestions for improvement to Matt Lawrence mlawrence@lbcc.edu