# Equitable Student Success Syllabus Checklist

The items in this checklist include equitable student success practices that may be visible in a syllabus or Canvas course introduction module. Except as noted, faculty should not regard them as requirements. Rather, they are examples of practices, drawn from a [broader menu](https://teaching.uoregon.edu/REGS-group#menu) applicable to a whole course, that you can work to adopt over time.

## Attend to the Basics

Syllabus includes all topics required by [UO Syllabus policy](https://provost.uoregon.edu/syllabus-requirement-undergraduate-and-graduate-policy) (Required)

Course policies accurately reflect UO requirements, e.g. [reason-neutral course attendance and engagement](https://teaching.uoregon.edu/enacting-senates-course-attendance-and-engagement-policy-0), [academic misconduct](https://dos.uoregon.edu/addressing-academic-misconduct). (Required)

[University policies](https://teaching.uoregon.edu/university-course-policies) have been removed (they are now linked from within Canvas).

Policies read as timely, relevant, and consistent. Syllabi tend to grow by accretion—give the entire set of course policies a read to make sure they are truly communicative and reflect your teaching values.

## Plan Your Course with Equity at its Core

Materials are low-cost or free (OER, [library eBook](https://library.uoregon.edu/research-and-teach/affordable-course-materials/library-ebooks-courses)).

Cost-reducing ideas for students are provided (sharing materials, library course reserves, older editions, [UO’s textbook and course materials subsidy](https://basicneeds.uoregon.edu/textbooks), etc.).

Syllabus is in a [digitally accessible format](https://digitalaccessibility.uoregon.edu/guidelines/basics).

## Use Assessments that Support Learning

Grades reflect each student’s **proficiency** with learning objectives (i.e. grades are not curved to fit a specific distribution).

Summative assessments are supported by ample formative practice.

High-stakes assignments are limited or include opportunities to improve grades by demonstrating growth in proficiency with learning objectives (e.g. exam retakes, final exam replacing earlier exams).

## Practice and Promote a Growth Mindset

Uses language and grading structures that emphasize that struggle is common and temporary and that all learners can develop skills and knowledge over time.

Provides information about academic support structures relevant to the course and encourages students to make use of them.

Syllabus provides specific information and statements about how to succeed in the course (e.g. suggested study strategies, ways to engage, workload management advice).

## Lead Classes that Invite All Students In

Pedagogical methods are explained to students, both how and why they are being used.

**Relevance of the class to students’ lives and/or careers is described.**

Office hours are inclusive and transparent (e.g. scheduled at varying times with due dates considered; purpose and utility of office hours are described).