# 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).