

## “How Inclusive is Your Syllabus?” Resources

Re-thinking the Syllabus: One Pagers and Infographics.....	1
Inclusivity Statements Definitions and Examples.....	1
“My Name, My Identity” Campaign (Website).....	1
Gender Identity and Pronoun Guidance.....	2
Microaggressions and Microaffirmations .....	2
First Gen Students.....	2
Activities to Get Students to Read the Syllabus .....	2
Checklists and Rubrics.....	2
Creating Accessible Course Documents .....	3
Learner Centered Syllabus.....	3
Diversity Guidelines for Course Planning .....	3
Use of Artificial Intelligence (AI).....	3

### Re-thinking the Syllabus: One Pagers and Infographics

- “Yes, Your Syllabus Is Way Too Long” by Tom Deans ([Article](#))
  - Tips on being concise with necessary information
- “Syllabus Tips” by Shelly Terrell ([Website](#))
  - Makeover tips for a traditional syllabus

### Inclusivity Statements Definitions and Examples

- “Diversity & Inclusion Syllabus Statements” by The Harriet W. Sheridan Center for Teaching and Learning at Brown University ([Website](#))
  - Sample statements for curricular, land acknowledgements, wellness, etc.
- “Syllabi Examples” by California State University, Chico ([Website](#))
  - Inclusive statements to add to syllabi, syllabi for specific subjects
- “Building an Inclusive Syllabus” by Stanford University ([Website](#))
  - Recommendations to make your syllabus more inclusive, examples, and resources
- “Inclusive Syllabi” by Kansas University ([Website](#))
  - DEI definitions, self-assessment tool for instructors, sample syllabus statement

### “My Name, My Identity” Campaign ([Website](#))

“By pronouncing students’ names correctly, you can foster a sense of belonging and build positive relationships in the classroom, which are crucial for healthy social, psychological, and educational outcomes.” *Santa Clara County Office of Education*

## Gender Identity and Pronoun Guidance

- “Gender Identity and Personal Pronouns with Syllabus Guidance” by Oregon State University, Cascades ([Website](#))
  - As mentioned in this resource, students are able to change their name to a preferred name ([CSU Stan FAQs](#))
- “Syllabus Recommendations” by The University of Kansas ([Website](#))
  - Sample syllabus statements
- “Statement on Gender and Language” by National Council of Teachers of English ([Website](#))
  - Helpful definitions of key terms and recommendations of language used

## Microaggressions and Microaffirmations

- “Microaggressions and micro-affirmations” by Brown University ([Website](#))
  - Definitions and best practices
- “Microaggressions in the Classroom” by University of Denver ([PDF](#))
  - Definitions, examples, and best practices for microaggressions
- “Recognizing Microaggression and the Messages They Send” by University of California, Santa Cruz ([PDF](#))
  - Recognizing microaggressions in language outside of the syllabus

## First Gen Students

- “How you can Help First-Generation College Students: Eight Syllabus Edits and More” by Claremont Graduate University Center for Academic & Faculty Excellence ([Blog](#))
  - Best practices
- “Recommended Syllabus Statements for Undergraduate Students” by Baylor University ([PDF](#))
  - First-Gen statement as well as other relevant sample syllabus statements

## Activities to Get Students to Read the Syllabus

- “5 Activities to Encourage Students to Engage with the Syllabus” by Pitt University ([PDF](#))
  - Suggested activities to get students to interact with the syllabus and each other
- “How to Get Students to Read Your Syllabus” by L. Berdahl of University Affairs ([Website](#))
  - Activity ideas and advice beyond the classroom to encourage syllabus usage

## Checklists and Rubrics

- “Constructing a Syllabus: A Checklist” by Washington University in St. Louis ([Website](#))
  - Comprehensive list of possible content to include in a syllabus
- “The Syllabus: Meaningful Syllabus – COD Library” by the College of DuPage ([Website](#))
  - Tips and additional resources for creating an empowering syllabus
- “Action Verbs for Learning Objectives” by Oregon Health & Science University ([PDF](#))
  - List of action verbs per category and ten lessons for effective presentations
- “Inclusion by Design: Survey your Syllabus and Course Design” by Tufts University ([PDF](#))
  - Take a self-survey to get a gauge of course and syllabus design for inclusion

- “Equal Access: Universal Design of Your Syllabus” by University of Washington: Disabilities, Opportunities, Internetworking, and Technology (DO-IT) ([Website](#))
  - Universal Design for Learning (UDL) definition, principles, and application
- “Describing the Peralta Equity Rubric” by Santa Monica College ([PDF](#))
  - Breakdown of the eight criteria for improving course equity
- “Guidelines for Writing Your IE and Impact Plans” by the University of Missouri ([Website](#))
  - Gives a step-by-step guide on writing an “inclusive excellence” plan

### Creating Accessible Course Documents

- “Creating Accessible Materials” by the Dartmouth Center for the Advancement of Learning ([Website](#))
  - Guidelines with specific tips, resources, and for platforms and tools
- “Staff Resources” by California State University, Stanislaus ([Website](#))
  - “Accessible Technology Initiative” tips and resources

### Learner Centered Syllabus

- “Design a Learning-Centered Syllabus” by California State University, Northridge ([Website](#))
  - Comprehensive guide to learning-centered syllabus components
- “Developing a Learner-Centered Syllabus” by Northeastern University ([Website](#))
  - Syllabus components to set structure, pacing, and tone of the course
- “Creating a learner-centered syllabus” by Northern Illinois University Center for Innovative Teaching and Learning ([Post](#)) ‘
  - Tips and resources to create a learning community around learning outcomes

### Diversity Guidelines for Course Planning

- “The Importance of Diversity & Multicultural Awareness in Education” by Drexel University School of Education ([Website](#))
  - Gives background information and advice for diversity in the classroom
- “How can you make your curriculum more inclusive for diverse learners?” by the LinkedIn Community ([Article](#))
  - Tips and expert perspective on creating inclusive curriculum
- “Inclusive Educational Practices-Creation of a Lesson Plan” by OER Commons ([Lesson](#))
  - Wide array of additional tips and resources for an inclusive lesson plans

### Use of Artificial Intelligence (AI)

- “ChatGPT and Generative AI Tools: Sample Syllabus Policy Statements” by The University of Texas at Austin ([Website](#))
  - Examples of when its permissible and generative AI tools in coursework
- “Academic Honesty and Integrity” by Colorado State University ([Website](#))
  - Best use statements and further advice articles