**CTE Learner-Centered Syllabus Design Suggested Components**

Use this list of suggested components as a guide when designing or updating a course syllabus.

**Course Information**

* Course Number and Title
* Semester and Year
* Number of Credit Hours
* Prerequisites, if applicable

**Instructor Information**

* Name
* Name of Department
* Office Hours and location
* Contact Information: office phone and email address

[**University Catalogue**](http://catalog.xavier.edu/) **Course Description**

**Learning Outcomes**

* [Clear statements](https://www.youtube.com/watch?v=LP2lel5pjYc) of observable and measurable behaviors.
* [Explicit statements](https://www.youtube.com/watch?v=WwDENGn0r2o) regarding the skills and knowledge students should demonstrate upon completion of the course and beyond. What will students be able to do after completing the course?
* Lead to authentic and active learning tasks.
* Include a range of levels of cognitive along [Bloom’s taxonomy](https://cft.vanderbilt.edu/guides-sub-pages/blooms-taxonomy/).

**Description of a Learning-Centered Environment**

* Introduction to the learning opportunities that the course offers to learners.
* Description of how course content is useful in overall curriculum, college career and professional and personal life.
* Frames content around a big question or idea.
* Emphasizes a collaborative spirit.
* Demonstrates a positive and engaging tone throughout.

**Materials and Resources**

* Lists required and suggested reading using APA, MLA or other academically recognized style
* Explains briefly your plans for integrating Canvas into course design and operation to support learning.
* Includes a copy of textbook on reserve in the Xavier library at the Connections Desk.

**Inclusive Components and Positive Support for All Students.**

* Contains a statement of commitment to establishing an inclusive learning environment (see page 3 of this document)
* Includes a statement of support for elective gender pronoun use and self-identification.
* Incorporates a description of support for commuter students.
* Directs students to on-campus support (see suggested syllabus language beginning on page 3 of this for Office of Academic Support, Office of Disability Services, Mental Health Resources, University Library, Writing Center, math Tutoring Lab).
* Offers flexible options for students with medical emergencies and religious worship for assignments and assessments.

**Assessment**

* Displays evidence of an alignment of assessments with learning outcomes.
* Includes components of final grade and weights assigned to each component.
* Clearly defines the basic features of major summative assessment tools.
* Includes a variety of frequent formative assessment tools.

**Learner-Centered Support**

* Includes information on how to succeed in the course.
* Provides a realistic estimation of workload to give the students a sense of how much preparation and work the course requires.
* Provides helpful links to assist students in their learning.
* Informs students about sensitive or potentially disturbing information in the course, as applicable.
* Communicates the responsibilities of the students regarding assignment due dates, attendance, classroom behaviors and communication with the instructor.

**Course Schedule**

Includes a clearly articulated and logically sequence table or other visual with class meeting dates, preparation required and assignments, due dates for assessment components and final exam date and time.

**University Policies**

Includes language for university policies (see below), such as Gender-Based Discrimination and Violence, Copyright Policy, Academic Integrity, Incomplete Grade.

**Course Syllabus Suggested Language**

***Inclusivity Statement***

*Include your personal statement regarding inclusivity in the classroom. Check with your department in case a departmental statement is more appropriate here.*

*Sample statement:*

I am committed to providing an atmosphere for learning that respects diversity and in which all students feel comfortable and safe to learn. In order to build a classroom community I ask that students:

* share their unique experiences, values and beliefs;
* be open to the views of others ;
* honor the uniqueness of their peers;
* appreciate the opportunity that we have to learn from each other in this community;
* communicate in a respectful manner;
* keep confidential discussions that the community has of a personal (or professional) nature;
* utilize this opportunity together to discuss ways in which we can create an inclusive environment in this course and across the Xavier community.

***Religious Accommodations***

*Sample statement:*

If an academic or work requirement conflicts with your religious practices and/or observances, you may request reasonable accommodations. Submit your request to me in writing prior to the conflict.

***Statement of support for elective gender pronoun use and self-identification***

*Sample statement:*

Class rosters are provided to me with students’ 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 my make the necessary adjustments in my records.

***Commuter Students***

Commuter Students can have special parking and weather challenges at times during the semester. Xavier offers an XU Alert Me text/email notifications of weather related delays and closures at the following link: http://www.xavier.edu/business-services/XU-alert-me.cfm?aq=autoXU%20Alert%20Me. Be proactive in introducing yourself to your instructors to make them aware of your commute to campus. You are encouraged to explain to them that you will do everything possible not to allow weather to impact your attendance, but that you will make safe decisions involving your commute and will communicate your decisions immediately. It is your responsibility to follow-up with your professors and to find out what you need to do to make up the missed class. You are highly encouraged to contact a fellow classmate to obtain missed class notes. Note that there are limited parking spaces during the snow removal process, which can make parking a challenge. Be extra careful of snow and ice hazards. If you have further questions about snow emergencies and school cancellations, please email [commuterservice@xavier.edu](mailto:commuterservice@xavier.edu) and read the inclement weather policy in the student handbook: http://www.xavier.edu/handbook/general/inclement-weather-policy.cfm

**Student Support**

*Suggested language if these resources are appropriate to your students:*

The [Office of Academic Support](http://www.xavier.edu/academic-support/index.cfm?aq=auto-Academic%20Support) offers tutoring, Supplemental Instruction (SI), and study groups. For information about these services, contact Stephanie Daniels at 745-3214 or [danielss3@xavier.edu](mailto:danielss3@xavier.edu). The OAS is located on the fifth floor of the Conaton Learning Commons, Suite 514.

***Students with Disabilities***

Any student who feels he/she may need an accommodation based on the impact of a documented disability should notify the course instructor and contact Cassandra Jones in the [Office of Disability Services](http://www.xavier.edu/disability-services/?aq=auto-Disability%20Services) at 745-3280 or e-mail [jonesc20@xavier.edu](https://mail.xavier.edu/owa/redir.aspx?C=Y8zahTEwKUGFj44hCWdwVPGBHjNf588IBOAhvj5-53-5apzF5C1YEpFFqIqEbrQjBOtjYj0xbus.&URL=mailto%3ajonesc20%40xavier.edu) to coordinate reasonable accommodations.

***Mental Health Resources***

***Undergraduate***

Life at college can get very complicated. Students sometimes feel overwhelmed, lost, experience anxiety or depression, struggle with relationship difficulties or diminished self-esteem. However, many of these issues can be effectively addressed with a little help. McGrath Counseling Services (located in the McGrath Health and Wellness Center) and the Psychological Services Center (located at the Sycamore House) help students cope with difficult emotions and life stressors. McGrath Counseling Services and the Psychological Services Center are staffed by therapists, counselors, and other staff who are attuned to the needs of college students. The services are FREE and completely confidential. Find out more at <http://www.xavier.edu/health-wellness/counseling/index.cfm> and <http://www.xavier.edu/psychologicalservices/welcome.cfm> or by calling (513) 745-3022 for McGrath or (513) 745-3531 for Psychological Services Center.

***Graduate***

Life in graduate school can get very complicated. Students sometimes feel overwhelmed, experience anxiety or depression, and struggle with relationships or family responsibilities. McGrath Counseling Services (located in the McGrath Health and Wellness Center) and the Psychological Services Center (located at the Sycamore House) help students cope with difficult emotions and life stressors. McGrath Counseling Services and the Psychological Services Center are staffed by therapists, counselors, and other staff who are attuned to the needs of college students. The services are FREE and completely confidential. Find out more at <http://www.xavier.edu/health-wellness/counseling/index.cfm> and <http://www.xavier.edu/psychologicalservices/welcome.cfm> or by calling (513) 745-3022 for McGrath or (513) 745-3531 for Psychological Services Center.

***Writing Center***

The [Writing Center](http://www.xavier.edu/writingcenter/) offers free one-on-one tutoring on writing assignments for all Xavier students.  Students can contact the Center at 745-2875 to set up an appointment.  The Writing Center is located in the Conaton Learning Commons room 400. <http://www.xavier.edu/writingcenter/>

***Mathematics Tutoring Lab***

The [Mathematics Tutoring Lab](http://www.xavier.edu/mathematics/Math-Lab.cfm) offers mathematics tutoring for all Xavier students.  Students can contact the Lab at (513) 745-3069 to set up an appointment.  The Mathematics Tutoring Lab is located in the Conaton Learning Commons room 419.

<http://www.xavier.edu/mathematics/Math-Lab.cfm>

***University Library***

The [Xavier University Library](http://www.xavier.edu/library/) provides academic support with research needs for all Xavier students.  Many scholarly resources are available through the website.   The book collection and MakerSpace are located in the McDonald Library building.  The Connection Center Desk is located in the Conaton Learning Commons on the 3rd Floor adjacent to the library.  Students can contact the Library Research Desk at 745-4808.  You may also contact a librarian at this link [Ask a Librarian](http://www.xavier.edu/library/ask-a-librarian) found on the Library homepage.

**University Policies**

***University Policy Regarding Gender-based Discrimination and Violence***

*Suggested language*

Xavier University seeks to provide an environment that is free from discrimination based on sex and/or gender.  If you have experienced sex discrimination, including sexual violence, intimate partner violence, stalking, or sexual harassment, we encourage you to seek support from Xavier’s **confidential** [Advocacy & Prevention Coordinator](http://www.xavier.edu/advocate/) and to report to Xavier’s [Chief Title IX Officer](http://www.xavier.edu/TitleIX/) and/or [Xavier University Police Department](http://www.xavier.edu/police/). Xavier faculty is committed to supporting students and promoting a safe, respectful environment. Therefore, if a student shares information regarding sex discrimination with a Xavier faculty member, that faculty member will share this information with Xavier’s Chief Title IX Officer so that she can provide you with comprehensive information on your rights, options, and available resources.  When sharing information with a faculty member, you may choose to withhold identifying information until you have spoken to a confidential resource to learn all options and resources. For a list of confidential and non-confidential resources, please see <http://www.xavier.edu/titleix/documents/22015-16XavierGender-BasedSexualMisconductReportingSupportOptions.pdf>.

***Copyright Policy***

*Suggested language*

Copyright laws and fair use policies protect the rights of those who have produced the material. To help you familiarize yourself with copyright and fair use policies, the University encourages you to visit the [library copyright Web page](http://www.xavier.edu/library/about/Copyright1.cfm). You can also [request copyright help](http://www.xavier.edu/library/faculty-staff/Request-Help.cfm) from the library if you have specific questions.

Xavier University course sites contain copyrights held by the instructor, other individuals or institutions. Such material is used for educational purposes in accord with copyright law and/or with permission given by the owners of the original material.  You may download one copy of the materials on any single computer for non-commercial, personal, or educational purposes only, provided that you (1) do not modify it, (2) use it only for the duration of this course, and (3) include both this notice and any copyright notice originally included with the material.   Beyond this use, no material from the course web site may be copied, reproduced, re-published, uploaded, posted, transmitted, or distributed in any way without the permission of the original copyright holder.  The instructor assumes no responsibility for individuals who improperly use copyrighted material placed on the web site.

***Academic Integrity***

*Suggested language:*

The pursuit of truth demands high standards of personal honesty. Academic and professional life requires a trust based upon integrity of the written and spoken word. Accordingly, violations of certain standards of ethical behavior will not be tolerated at Xavier University. These include theft, cheating, plagiarism, unauthorized assistance in assignments and tests, unauthorized copying of computer software, the falsification of results and material submitted in reports or admission and registration documents, and the falsification of any academic record including letters of recommendation. All work submitted for academic evaluation must be the student's own. Certainly, the activities of other scholars will influence all students. However, the direct and unattributed use of another's efforts is prohibited, as is the use of any work untruthfully submitted as one's own. You should be aware of the University policy on Academic Honesty, <http://www.xavier.edu/library/xu-tutor/Xaviers-Policy-on-Academic-Honesty.cfm>

Penalties for violations of this policy may include one or more of the following: a zero for that assignment or test, an “F” in the course, and expulsion from the University” Your instructor may use plagiarism detecting software, such as Turn-It-In, to review your written assignments.

***Incomplete Policy***

*Include your policy for not completing the course. Language from the University catalog:*

*For undergraduate courses:*

Course assignments are due at the time specified by the instructor. Extension of time beyond the termination of the course is rarely granted and only for a serious reason. If an extension of time is granted, the grade of “I” (Undergraduate Incomplete) will be assigned and calculated as an “F” in the grade point average. Unless the work is completed and submitted by the fifteenth calendar day of the academic semester following the course, the student will fail the course and the “I” will be permanently changed to an “F” (Summer term is excluded). Exceptions to this policy must be approved in writing by the appropriate dean prior to that date. The faculty member initiates the grade change process once the student has made up the incomplete work. Deadlines for short-term courses may vary; please refer to program handbook or director.

*For graduate courses:*

Grades of “M” (Graduate Incomplete) should be cleared within four weeks after the last day of the term in which the course was taken. This time limit may be extended upon administrative approval but generally may not exceed a period of one year from the end of the term.