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

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

**Student 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

**Affirmation of Inclusivity & 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, required preparation 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 a learning environment that values a diversity of thoughts, perspectives, and experiences, and in which all students feel comfortable and safe to learn, and empowered to succeed. In order to build an equitable classroom community, I ask that students:

* share their unique experiences, values, and beliefs;
* be open to the views of others;
* honor the unique identities and perspectives 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 gender identification***

*Sample statement:*

Class rosters are provided to me with students’ legal names and without pronouns. I will gladly honor your request to address you by the pronouns you use and/or an alternate name. Please communicate this to me early in the semester so that I can make the necessary adjustments in my records.

***Commuter Students***

*Sample statement:*

I recognize that 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, which you can [sign up for online](http://www.xavier.edu/business-services/XU-alert-me.cfm?aq=autoXU%20Alert%20Me). I encourage you to let me know about your commute to campus, and I trust that you will do everything possible not to allow weather impact your attendance, to make safe decisions involving your commute, and to communicate your decisions immediately. It is your responsibility to follow-up with me and 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](http://www.xavier.edu/handbook/general/inclement-weather-policy.cfm) in the student handbook.

**Student Support**

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

***Academic Support***

The [Office of Academic Support](https://www.xavier.edu/academic-support/index) provides free services, including tutoring, Supplemental Instruction (SI), and study groups, to undergraduate Xavier students. The OAS is located on the fifth floor of the Conaton Learning Commons, Suite 514.

The [James A. Glenn Writing Center](https://www.xavier.edu/writingcenter/index) provides free tutoring services to all Xavier students. Tutoring appointments are scheduled in one-hour time slots and  can be reserved by calling (513) 745-2875, visiting our office, or emailing [writingcenter@xavier.edu](mailto:writingcenter@xavier.edu) with your preferred times. The Writing Center is located in the Conaton Learning Commons (CLC) Room 400.

The [Mathematics Tutoring Lab](https://www.xavier.edu/mathematics-department/math-lab) is a free service to all Xavier students in MATH classes numbered 105 through 171 (with the exception of 125). An upper level mathematics major (or minor) or the lab director, Mr. Chris Staat, is on duty for assistance in any of these classes. The Math Lab, located on the 4th floor of the Conaton Learning Commons, is a great place to come and work on homework, either by yourself or with a small group, and have someone available to answer any questions. Drop-in question and answer type sessions are welcome.

***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](mailto:jonesc20@xavier.edu) to coordinate reasonable accommodations.

***Health and Wellness***

*Sample statement, 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. The services listed here are FREE and completely confidential.

*Sample statement, Graduate:*

Life in graduate school can get very complicated. Students sometimes feel overwhelmed, experience anxiety or depression, and struggle with relationships or family responsibilities. However, many of these issues can be effectively addressed with a little help. The services listed here are FREE and completely confidential.

* [Counseling Services](https://www.xavier.edu/health-wellness/counseling/) (located in the Health United Building) is staffed by clinical psychologists and counselors licensed in the state of Ohio. The staff also includes a board-certified consulting psychiatrist if you need medication or hospitalization. Students can benefit from the same quality of service that's available in a private practice, and services are free to all students. To get connected with a therapist, consult the website or call 513-745-3022, option 2.
* [Psychological Services](https://www.xavier.edu/psychologicalservices/) (located at the Sycamore House) also provides counseling offered by the Department of Psychology Graduate students. Call 513-745-3531 to set up an appointment.
* [Xavier Health Services](https://www.xavier.edu/health-wellness/health/index), operated by TriHealth, provides medical and mental health support for students. Office visits are available by appointment for injuries, immunizations, physicals, previous health concerns, and general sick appointments. Telehealth visits may be an additional option to obtain personalized medical care from a Xavier Health Services provider. Students may call Health Services at 513-345-3022, option 3, to schedule an appointment or speak with a member of the medical team.
* [Wellbeing Coaching](https://www.xavier.edu/health-wellness/wellbeing/wellness-coaching) sessions are available for all Xavier students to help students work towards their goals of improving nutrition, increasing physical activity, reducing stress, and improving sleep.
* If you ever need assistance with accessing food or personal items, you can stop by Xavier's student-run food pantry, [The Store](https://www.xavier.edu/thestore/index), located in the Village gazebo. The Store is open Fridays from 3-5pm EST or by appointment (contact [thestore@xavier.edu](mailto:thestore@xavier.edu)).

***University Library***

The [Xavier University Library](http://www.xavier.edu/library/) offers a wide range of research help options, resources, and services. Visit the Connection Center Desk, on the main floor of the CLC, to check out library materials, pick up OhioLink books from the hold shelf, check out items on course reserves, and borrow laptops, calculators, phone chargers, or even an umbrella. Additionally, a variety of study spaces are available throughout the McDonald Library and the CLC, including the option to [book a group study room](https://xavier.libcal.com/spaces?lid=6509).

Research librarians are available to help students find sources for papers and projects. Visit [xavier.edu/library](https://www.xavier.edu/library) to instantly chat with or text a librarian at 513 773-3263, Monday through Friday from 9am-5pm during the academic year and from 10am-2pm during the Summer semester. Email a librarian at [askus@xavier.edu](mailto:askus@xavier.edu) and receive a response within 24 hours, Monday through Friday. Private research help consultations with a personal librarian, by subject major, are also available at [ask a librarian](https://www.xavier.edu/library/ask-a-librarian/schedule-a-consultation/index).

**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. 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 website. You can also [request copyright help](https://www.xavier.edu/library/about/copyright-question-form) from the library if you have specific questions.

***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 cheating, plagiarism, the falsification of records for academic gain, collusion, copyright infringement, or abuse of physical or intellectual property.

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.

Penalties for violations of this policy may include, but are not limited to, one or more of the following: a written warning, academic integrity training, a zero or an “F” for that assignment or test, an “F” in the course, university probation, suspension, or expulsion from the University. This violation is to be submitted to the dean of the college of the student’s major(s), via the Academic Integrity reporting system, though the instructor has full authority to assign the grade for the assignment, test, or course. If disputes of interpretation arise the student, faculty member, and appropriate chair/program director/school director should attempt to resolve the difficulty. If this is unsatisfactory, the dean will rule in the matter. As a final appeal, the Provost or their designee(s) will make a final determination.

(University Catalog, updated fall 2021)

***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.