

CPP Inclusive Syllabus Effective Practices Checklist

This checklist offers recognized effective practices to encourage student belonging and success in your course. The checklist aligns with the minimum requirements of a Cal Poly Pomona syllabus ([CPP Policy 1200 – University Course Syllabus](#)).

Refer to CAFE's [Syllabus Checklist](#) page for additional resources and examples for the elements below.

Required CPP Syllabus Elements and Effective Practices for Inclusivity

Required element	Inclusive practice that addresses this element
☐ Syllabus is available in Canvas by Week 2 of the semester	☐ Ensure that syllabus is available by Day 1 or before ☐ Include syllabus reconnaissance activity in class schedule
☐ Instructor's name, office location, phone number, e-mail address	☐ Include instructor's preferred method of address ☐ Information about preferred contact method and time to respond ☐ Brief biography and image (that represents them)
☐ Instructor's office hours schedule (see Office Hours Policy), location, modality	☐ Warm welcome and encouragement to join "student (office) hours" ☐ Add a section on how students can get help ☐ Include class meeting times, formats, and locations
☐ Statement of course objectives	☐ In addition to the catalog description or required curricular objectives, provide clear, direct, student-friendly language that better describes objectives in terms of relevance to student goals
☐ Title(s) of required and recommended text(s) or materials	☐ Course materials deliberately and actively reflect a variety of viewpoints, perspectives, and identities ☐ Brief explanation is given as to why the material is chosen ☐ Options provided on where to get materials in a timely and cost-effective way; low-cost or free materials when possible ☐ Information regarding access to the technology & resources required for the course ☐ Materials information given to Bookstore by the deadline
☐ Course prerequisites and co-requisites	☐ In addition to official pre-reqs and co-reqs, provide prior skills or knowledge you expect
☐ Tentative schedule of assignments and exams	☐ Spread work evenly through the semester or front-load; avoid an accumulation of credit at the end ☐ Maintain firm dates for exams and major projects, but flexibility in other areas; adjust scope rather than date
☐ Explanation of the class grading system	☐ Clearly explain in direct, positive, friendly language that gives enough detail to avoid " hidden curriculum " issues. ☐ In addition to description of the grading system, include the rationale for the grading system ☐ Use a grading system that encourages growth and persistence

Required element	Inclusive practice that addresses this element
☐ Description of examination methods	☐ Clearly explain in direct, positive, friendly language that gives enough detail to avoid " hidden curriculum " issues
☐ Policy statements regarding make-up assignments and exams, and attendance, particularly as it affects grades ○ Policies <u>must</u> accommodate National Guard or military service, jury service, or emergency response obligations. Policies <u>should</u> reasonably accommodate family responsibilities, chronic or unexpected medical problems including pregnancy-related requirements, co-curricular activities (athletics, performances, etc.), and religious obligations.	☐ Clearly explain policies in direct, positive, friendly language that gives enough detail to avoid "hidden curriculum" issues ☐ Ensure that policies are based in benefit to students' learning within the discipline, even if they also address faculty preferences ☐ Ensure that policies are reasonable and can be consistently applied. "No makeups allowed" is likely not a realistic policy. ☐ Do not require onerous documentation that is costly for students, such as doctor's notes for temporary illness
☐ Instructor's information on academic dishonesty as it applies to the class ○ Stating that the course will follow Cal Poly Pomona policies is inadequate. CPP policies provide for academic freedom for faculty to determine the appropriate response to academic dishonesty in a course, in addition to requiring reporting of academic dishonesty to Student Conduct & Integrity.	☐ Spell out what "cheating" and "plagiarism" entail rather than assuming students know ☐ Use language that treats academic integrity as a professional issue rather than a moral one, and encourage students to seek legitimate help early on ☐ Ensure that your policy is reasonable and that you can follow it consistently. Policies with either draconian responses or too much leniency are equally unworkable

Recommended Syllabus Elements

Recommended syllabus element	Inclusive practice that addresses this element
☐ Information about campus Disability Resource Center (DRC) services, including campus address, telephone number, URL, and further statements that encourage students who qualify to register with the DRC.	☐ Provide proactive, encouraging language that communicates the instructor's commitment to supporting students with disabilities, as well as pointing students to the campus resource.
☐ Information about exam schedules	☐ Self-explanatory
☐ Reference to campus resources that students can access if they are having difficulties	☐ Proactive encouragement for students to use campus resources, and a short explanation of what each offers ☐ Utilize CAFE's Student Resources , Technology Resources , and University Policies pages to provide links various campus resources. These links are curated and will be periodically updated to provide the most current, up-to-date information ☐ If teaching in an online/hybrid course, provide information about being a successful online student

Further Inclusive Syllabus Practices

- ☐ Online etiquette expectations
- ☐ Information about final exam schedules (date, time, location)
- ☐ The syllabus as a design document reflects inclusive and equity-minded course design
- ☐ Design course activities and assessments using principles of Universal Design for Learning (UDL)
- ☐ Overall, a positive and encouraging tone that communicates welcome and enthusiasm
- ☐ Instructor's role regarding their participation in the online environment
- ☐ Assignment submissions can be accepted in a variety of formats
- ☐ Student-centered rationale for teaching style
- ☐ Explicit statement establishing a respectful classroom climate in which all students are actively supported
- ☐ Consider diversity in any imagery or graphics in the syllabus
- ☐ Clear, accurate, and supportive statements about the workload the course will entail
- ☐ Provide an easy-to-read calendar of course events, assignments, and due dates
- ☐ Addressing usage of Generative AI tools (ChatGPT, Gemini, etc.)
- ☐ Include a syllabus reconnaissance activity in the class schedule

Resources

[Decolonizing Your Syllabus, an Anti-Racist Guide for Your College](#). H.S. Ahadi, L.A. Guerrerro. 2020. Palomar College, CA.

[Designing a Motivational Syllabus: Creating a Learning Path for Student Engagement](#). C. Harrington, M. Thomas, K.F. Gabriel. 2018. Stylus Publishing. Online at CPP Library.

[Equity-Minded Syllabi Review Guide](#). 2024. University of Southern California, Race and Equity Center, Rossier School of Education.