Learner-Centered Syllabus Template

General Information

- Be sure to check with your department chair to see if there is specific information or policies that should be included in your syllabus.

- Also check with your department chair if there are specific materials that should be used within your course to maintain consistency between course sections or standards already in place.

- The information provided on this syllabus is a general guideline. Edit as you see fit to best suit the goals and format of your course.

- Additional [Resources for Learner-Centered Syllabi & Policies](#)[1] are provided.

Things to keep in mind to help make your syllabus accessible:

- Chunk information into shorter paragraphs and use bullet points, lists, or columns to display or organize information.

- Use meaningful text in hyperlinks, which are words that describe the link versus "click here" language. An example is the "Styles for formatting your text" link below. Adding endnotes with the URLs will allow this document to remain accessible even if it is printed.

- Use tables sparingly and be sure to clearly label column and row headers. Also fill out the Alt Text information.

- Use [Styles for formatting your text](#)[2], like Headings and Strong to make text larger or bold.

- Use underlining for hyperlinks only.

- Avoid multiple extra spaces, using tabs when necessary.

- Avoid extra lines within your document by hitting "enter." Use the "Add Space After Paragraph" feature to increase space between and/or adjust line spacing (recommended 1.15" minimum between lines) to create separation. Go to Home

  > Paragraph > Line and Paragraph Spacing [icon] to make adjustments.

- Use a sans serif font like Calibri or Arial which do not have the extra decorations or strokes at the end of the letters (see fonts like Times New Roman for a comparison).

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[1] https://docs.google.com/document/u/0/d/1mdzY61Hwcn03QCAORIjgsCxuGUyouNylaM3pnnTb4bY/edit
[2] https://support.microsoft.com/en-us/office/apply-styles-f8b96097-4d25-4fac-8200-6139c8093109?ui=en-us&rs=en-us&ad=us

- Day/time of course meetings:
- Academic credit:
- Course format: (e.g., lecture, lab, seminar, online, hybrid, etc.)

Instructor's Information

Include your name, title, pronouns, preferred contact information, your student office hours, times, and location. Links to your website or social media presence, if applicable. Add a brief biographical statement about your expertise in the content area.

Instructor Name, Title
- pronouns
- phone number
- email (best way to reach me)
- other methods of contact
- Student Office Hours
- Office Location: XX 123

What is this course about?

Briefly describe the course in a welcoming way, clearly explaining why you find the course important and engaging. What is this course about? What questions does it attempt to answer? How does the course fit into the overall curriculum?

*You can obtain the course description from your department chair or the [Augsburg University Catalog](https://www.augsburg.edu/catalog/)[3]

What background knowledge do I need before taking this course?

Note specific prerequisite courses, in addition to any specific knowledge, skills or background needed to successfully complete this course.

What will I learn in this course?

List the learning outcomes and skill for the course (the broad course goals should be in the "What is this course about?" section above). The outcomes should be specific and measurable and should clearly state what students will be able to do after

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[3] https://www.augsburg.edu/catalog/

successfully completing the course. [Bloom's Taxonomy](https://cft.vanderbilt.edu/guides-sub-pages/blooms-taxonomy/)[4] could be very helpful for writing the learning outcomes.

For courses that meet General Education requirements, please include the relevant [General Education Requirement](https://docs.google.com/document/d/1nzVlb4sTjrEMvvmxR6x5TcuTbtPsgNfyw5l66crXB8o/edit?tab=t.0)[5] description(s) and learning outcomes.

What will I do in this course?

What types of activities comprise the course and the classes? Describe the activities and assignments you will use to help students reach the learning objectives, and by which you will assess (formatively and summatively) student mastery of the learning objectives (for example, in-class discussion, debate, writing (specific type of paper), laboratory investigations, library research, deliberate with classmates about ethical dilemmas, etc.) How will students benefit from each type of activity? (you do not need to include the specific points or grading basis; there is a later section in the template for the grading scale).

How can I prepare for the class sessions to be successful?

How should students prepare for class? How should students plan to engage in the class? Will the students need to review videos or written materials before class or lab sessions? What is the workflow of the course? For example, do students watch videos or read materials or write discussion posts before online meetings?

What required texts, materials, and technologies will I need?

List the required texts or resources that students will need to acquire, including textbooks, software, lab manuals. List the sources where the materials should be obtained, and costs (if any). For texts, provide the full bibliographic entry for each text and URLs if applicable. Full reading or viewing lists, along with assigned dates will be in the schedule below – this section is primarily to give students explicit information about materials they need, and any anticipated costs.

Note that due to challenges with shipping, purchasing and/or importing physical materials (textbooks, books, video), we encourage faculty whenever possible to consider [Open Educational Resources (OER)](https://library.millersville.edu/oer/OERforEducators)[6], working with the library to purchase

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[4] https://cft.vanderbilt.edu/guides-sub-pages/blooms-taxonomy/
[5] https://docs.google.com/document/d/1nzVlb4sTjrEMvvmxR6x5TcuTbtPsgNfyw5l66crXB8o/edit?tab=t.0
[6] https://library.millersville.edu/oer/OERforEducators

What optional texts or resources might be helpful?

How will my grade be determined?

Description	Due Date	Percentage or Points
Item 1 (List all activities, tests, etc. that will determine the students' final grade)	Day/month	#
Item 2	Day/month	#
Item 3	Day/month	#
Total Points Possible		100

What are the course policies?

Inclusivity Statement

Augsburg University values the diversity of persons, perspectives, and convictions. Critical thinking, rigorous analysis, and open discussion across a full range of ideas lie at the heart of the University's mission as an institution of higher learning. Essential to the University in living out its mission of educating students to be "informed citizens, thoughtful stewards, critical thinkers, and responsible leaders" is that the foundation be one of diversity, inclusion, equity, and intercultural competency.

Additional information on University policies can be found through accessing the Faculty Handbook, Employee Handbook, and Student Guides at [University Handbook.](7)

Privacy Practices in this Course

In order to create a classroom community built on trust, our interactions, discussions, and course activities must remain private and free from external intrusion. As a learning community, we are collectively responsible for upholding privacy protections and cultivating inquiry. We respect the individual dignity of all and will refrain from actions that diminish others' ability to learn.

FERPA

As your instructor, I am committed to protecting your privacy by only using university-approved course technologies and adhering to the Family Educational Rights and Privacy Act ([FERPA](8)). This includes using your educational data only as allowed by FERPA. I am unable to share any personally identifiable information without your written consent, except for legitimate educational purposes, or under certain conditions described above. FERPA applies to all students enrolled in this institution regardless of sex, race, color, national or ethnic origin, religious belief, age, disability, gender, sexual

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[7] https://sites.augsburg.edu/academicaffairs/resources/handbooks/

[8] https://www.augsburg.edu/registrar/ferpa/

orientation, gender identity or expression, marital status, familial status, pregnancy, citizenship, creed, genetic information, or veteran status.

Peer to Peer Privacy

We share a lot with each other in this class, which is why we will prioritize respect, trust, and privacy. Do not share others' personal information, names, phone numbers, emails, addresses, pictures, etc. without that individual's explicit consent. Additionally, all student work should be handled with respect and remain within interactions of this course.

Do not photograph, duplicate, digitally or verbally share representations of other students' written or creative work, classroom dialogue, discussion posts, or presentations to social media or any other third party. If you have questions about this please ask me, our department chair, or school director for additional clarification.

Community Agreements for Inclusive Discussion

I believe learning is a social process, and we learn most when in conversation with others. This means academic discussions are an important aspect of this course. In good discussions, differences in beliefs, opinions, and approaches are to be expected. Learning to disagree respectfully is a key academic, workplace, and life skill. During the first week of class we will spend time crafting community agreements to unpack what that means to us. Below are examples of community agreement statements that we may find helpful:

- This environment is a brave space where we are willing to be uncomfortable to learn.
- We will criticize ideas, not people.
- We will back our opinions and arguments with facts and reasoning.
- We will practice active listening.
- We will speak with fairness and call out bias, exclusion, and prejudice.
- We will encourage others to join the conversation.
- We will speak using "I" language.
- We will give undivided attention to the person who has the floor.
- It is okay to pass.
- We can disagree with another person's point of view without putting that person down.
- We will speak our opinions using the first person and avoid using "you."
- We will remember that we differ in cultural background, sexual orientation, and/or gender identity or gender expression and will be careful about making insensitive or careless remarks.

- It is okay to feel uncomfortable. People feel uncomfortable when they talk about sensitive and personal topics.
    (Source: ACUE, 2023, Implementation Guide for Inclusive Classrooms)

Communications

Explain to students how they are expected to communicate with you. For example, will you use the forums or email to answer questions? Detail when you'll be able to respond to their questions. Tell students what you expect from them to stay on top of course communications (for example, check email or course site every other day).

Attendance

As in any in-person course, attendance and participation are important for mastery of the course material. However, I understand that life circumstances can prevent students from being able to attend every class. Therefore, I have set aside [insert number] excused absences for all students to use in order to manage personal emergencies, wellness, disability, child care, etc. Please let me know via email if you are going to be absent. I don't expect communication regarding your reason for missing class, as it may be personal in nature.

In the course introduction survey, you can let me know about expected absences due to religious holidays[9] or other personal conflicts with class time. During the first week of class, we will discuss how to access course materials and make up class activities for any absences. If your circumstances require you to exceed this number of excused absences, please contact me to discuss whether you are able to effectively meet the learning goals of the course.

Academic Honesty

Good academic work must be based on honesty. All work submitted in this course should be your own and produced exclusively for this course. The use of sources (ideas, quotations, paraphrases, &/ or generative AI) should be properly acknowledged and documented. We will talk more about what this looks like specifically as we begin our first writing and inquiry assignments. Academic dishonesty can have serious consequences. You can review the full academic honesty standards and consequences at Augsburg Academic Honesty Policy[10] and talk to me if you have any questions.

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[9] https://docs.google.com/document/d/1bsiyBZp2sQHfuA2jUGM2cnagAlz_tb0W-TIPnlocSus/edit
[10] https://docs.google.com/document/d/1558SfkINlh8nOvrgqvnWNk3pXi-g19o_KCucEP4HLwY/edit

What university resources can help me during this course?

Academic Support and Accommodations

Your success in this class is important to me. We all need accommodations at times because we all learn differently. If there are aspects of this course that prevent you from learning or exclude you, please let me know as soon as possible. Together we'll develop strategies to meet both your needs and the requirements of the course.

Academic Tutoring: Your tuition provides you free access to academic support resources. You can connect with a peer tutor through Knack, find drop-in math and computer science tutoring, or schedule an appointment with the Writing Center. Most relevant for this course, <insert recommended resource>.

Disability Accommodations and Accessibility: If you need disability-related accommodations to have equal access in this course, please contact the CLASS Office (Disability Resources) at class@augsburg.edu or schedule a meeting with CLASS at www.augsburg.edu/class. Phone: (612) 330-1053. Location: Lindell Library, 216. If accommodations are required, the CLASS Office will notify me privately about your needs. Please note that you will not be required to disclose your disability, only your accommodations. The sooner you let me know your needs, the sooner I can assist you in achieving your learning goals in this course.

Health and Wellness

As part of the University's support systems, you also have access to campus resources to maintain your safety, health, and well-being. We understand that as a student you may experience a range of issues that can cause barriers to learning. These stressful moments can impact academic performance or reduce your ability to engage. If you or someone you know are suffering from any challenges, you should reach out for support. For concerns about physical or mental wellbeing, the Center for Wellness and Counseling is located on the first floor of Anderson Residence Hall, 612-330-1707 or https://www.augsburg.edu/cwc/.

Student Support Services maintains a [Student Support Guide](#)[11] that lists a wide range of community resources for crisis support, academic support, personal concerns, health concerns, basic living needs, immigration and legal support.

Title IX and Sexual Misconduct

Augsburg University is committed to creating a safe learning environment for all students, including one that is free of [sexual misconduct.](#) If you or someone you know has experienced sexual misconduct, including sexual assault, dating violence, domestic violence, and stalking, you may contact Michael Grewe, Ph.D., LISW, Assistant Provost & Title IX Coordinator, at titleix@augsburg.edu or 612-330-1499 to report an incident, seek support, and/or take action.

Please be aware that faculty members are required to disclose information about suspected or alleged sexual misconduct or other potential violations of the Augsburg University Sexual Misconduct Policy to the Title IX Coordinator. If the Title IX Coordinator receives information about an incident, they will reach out to offer information about resources, rights, and procedural options as a member of the campus community. If you or another student you know wishes to speak to a [confidential resource](#) who does not have this reporting responsibility, you may contact the Center for Wellness and Counseling at cwc@augsburg.edu or 612-330-1707; Campus Ministry at 612-330-1732; or the Aurora Center at aurora@umn.edu or 612-626-9111 (24/7).

Supporting Pregnant and Parenting Students

Augsburg students who are pregnant or are experiencing related conditions (including childbirth, termination of pregnancy, or lactation; related medical conditions; or recovery therefrom) may [request reasonable modifications.](#) Students may contact the Title IX Coordinator at titleix@augsburg.edu or 612-330-1034 to learn about [specific actions the University can take](#) to prevent discrimination and ensure access to Augsburg's educational programs and activities.

Augsburg University also has a designated student parent navigator to serve as the first point of contact for parenting students needing assistance in meeting their family's basic needs. To learn more information, contact Noah Greenfield, Program Coordinator in the Dean of Students Office, at deanofstudents@augsburg.edu or 612-330-1160.

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[11] https://docs.google.com/document/d/1NY8mwo-IWkA-Im5VpNbbNfxWFiOygE2oVZzroIFMKPI/edit#heading=h.4f1mdlm

What is the expected course schedule?

Create a course schedule, using a format like the one below. For accessibility purposes, do not use tables for formatting purposes. Add more weeks as needed.

Week 1: Date
- Class topic/unit name:
- Pre-class work for students:
    - List what students need to do to prepare for class; add more lines if needed.
- Planned in-class activities:
    - List in-class activities; add more lines if needed.
- Assignments due:
    - List assignments and their due dates; add more lines if needed.

Week 2: Date
- Class topic/unit name:
- Pre-class work for students:
    - List what students need to do to prepare for class; add more lines if needed.
- Planned in-class activities:
    - List in-class activities; add more lines if needed.
- Assignments due:
    - List assignments and their due dates; add more lines if needed.

This syllabus template is based upon the [Duke Flexible Teaching Syllabus Template](https://flexteaching.li.duke.edu/files/2020/06/Online-Syllabus-Template-1.docx)[12]*, and adapted for use by the Augsburg Center for Teaching & Learning (2023).*