

Inclusive Syllabus Review

For each question, please summarize your thoughts using the five point scales provided. Please use the explanatory notes section to provide examples, summarize the section, and/or describe why you selected a particular score.

Course Climate

Tone: What is the balance between inviting, friendly, and supportive sections and rules, policies, or prohibitions in the syllabus?

Rules and regulations			Inviting, friendly, supportive tone	
1	2	3	4	5

Building student-student rapport: To what extent are there opportunities for students to get to know and interact with each other in class?

Few opportunities for peer interaction			Many opportunities for peer interaction	
1	2	3	4	5

Diversity: To what extent do the learning objectives aim at diversity or inclusion related knowledge, skills, or attitudes?

No diversity-related objectives			All objectives relate to diversity	
1	2	3	4	5

Explanatory notes

Setting Expectations

Clarity: Are the learning goals and objectives clearly stated or mainly implied?

Mainly implied			Clearly stated	
1	2	3	4	5

Alignment: Do the assessments measure student knowledge/skills that are taught in the class and correspond to learning objectives, or do they measure extraneous knowledge/skills?

Assessments test extraneous knowledge/skills			Assessments align with objectives	
1	2	3	4	5

Feedback: Do students have multiple opportunities to receive feedback on assessments, or are they receiving feedback only a few times throughout the course?

Students receive feedback a few times			Students receive feedback frequently	
1	2	3	4	5

Explanatory notes

Course Content

Perspectives: To what extent do the course material and syllabus (readings, analogies, examples, etc.) provide a full spectrum of perspectives on topics?

Material presents one perspective		Material presents a wide variety of perspectives		
1	2	3	4	5

Diverse representation: To what extent are historically marginalized and / or diverse authors, researchers, or creators explicitly included in the syllabus and course materials?

Implicitly included, or unknown			Explicitly included	
1	2	3	4	5

Relevance to students: To what extent are the course objectives relevant to students' experiences, backgrounds, areas of study, future careers, etc.? Will students from a variety of backgrounds see their experiences and goals reflected in the course objectives?

Relevant to a few students			Relevant to a range of students	
1	2	3	4	5

Explanatory notes

Accessibility

Variety: Do the students have a variety of ways to show what they know, or does the course rely on only a few types of assessment?

One type of assessment			Several types of assessment	
1	2	3	4	5

Course materials: To what extent does the format of the course material respond to a broad range of learning modalities (written text, videos, hands-on opportunities, etc.)?

One format			Multiple formats	
1	2	3	4	5

Encourage learner autonomy: Are the students encouraged to self-select topics, or are they pre-determined by the instructor?

Topics are pre-determined by instructor			Students have broad autonomy	
1	2	3	4	5

Explanatory notes

Adapted from Brandtmeier, Broscheid, and Moore. "Inclusion by Design: Survey Your Syllabus and Course Design." <https://www.facultyfocus.com/articles/course-design-ideas/inclusion-by-design-tool-helps-faculty-examine-teaching-practices/>