**5-year syllabi review- Items for consideration**

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| *Inclusive community* * Is personal and less legalistic; warm and inviting tone
* Includes communal language (we, us vs. you and I)
* Relevant to lived experiences of students
* Mindful of pronouns and group labels (eg., BIPOC)
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| *Diversified content* * Readings/viewing from diverse authors – BIPOC, LGBTQ+, people with visible or invisible disabilities
* Mix of historical, foundational and new voices in field
* Some choice in assignments or format, if possible
* Welcoming to diverse points of view
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| *Social justice pedagogy principles* * Emphasizes high expectations
* Highlights social inequities
* Models a democratic and inclusive approach
* Directly discusses power/privilege disparities
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| *Syllabus best practices* * Provides clear expectations
* Clear links between course objectives, assignments and assessment practices
* Appeals to and motivates students
* Points out professional and personal relevance
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| *Other SEHD logistics* * [Most current SEHD syllabus template](https://wiki.cu.studio/policy/syllabus-policy-template)
* Explicit differentiation for courses at more  than one level (e.g., Undergrad / Grad or M.A. / doctoral)
* Consistent APA style throughout
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| *References and resources* * McWilliams, J. (2020, November). [*Course design for social justice: From creating your syllabus to the first day of class*](https://www.dropbox.com/s/jvr7jq1fi3wmfir/CETL_syllabus%20design%20for%20social%20justice.pptx?dl=0). Presentation given for the CU Denver Center for Excellence in Teaching and Learning, Denver, Colorado.
* Veri, M. J., Eliason, M., Hermoso, J. C. R., Bolter, N. D., & Van Olphen, J. E. (2019). [The social justice syllabus design tool: A first step in doing social justice pedagogy](https://vtechworks.lib.vt.edu/bitstream/handle/10919/98422/SocialJusticeHIgherEducation.pdf?sequence=1&isAllowed=y). *Journal Committed to Social Change on Race and Ethnicity, 5*(2), 133-166.
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