**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) |
| *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 |
| *Social justice pedagogy principles*   * Emphasizes high expectations * Highlights social inequities * Models a democratic and inclusive approach * Directly discusses power/privilege disparities |
| *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 |
| *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 |
| *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. |