Inclusive Syllabus Rubric

Evaluating a Syllabus

Criterion 1: Inclusive Language [3, 11]

- Is the syllabus tone kind and inviting?
- Do the words encourage effort?
- Does the syllabus share what inclusive excellence means to the instructor and for the students in the course?
- Does the syllabus communicate value for social identities?
- Does the syllabus shed light on hidden curriculum?

Completed Goal (3)	Making Progress (2)	Preparing for Action (1)
A welcoming and inviting tone, cooperative language and personal pronouns are used. A course inclusive excellence statement is well-articulated, and aligned with course outcomes, learning objectives, and strategies.	A welcoming and inviting tone, cooperative language or personal pronouns are partially used. A course inclusive excellence statement is partially articulated, and somewhat aligned with course outcomes, learning objectives, and strategies.	A welcoming and inviting tone, cooperative language or personal pronouns are not used. Course inclusive excellence statement is poorly articulated, and not aligned with course outcomes, learning objectives, and strategies.

Criterion 2: EDI policies [7, 12]

- Which support statements are needed to support the students?
- Who are the students and how do they need to be supported?

Completed Goal (3)	Making Progress (2)	Preparing for Action (1)
Course policies and support statements promote equity, diversity, and inclusivity.	Course policies and support statements partially promote equity, diversity, and inclusivity.	Course policies and support statements do not promote equity, diversity, and inclusivity.

Criterion 3: Measurable Student Learning Outcomes [1, 2, 4, 9, 12, 13, 14, 15]

- Do the activities and assignments prompt the students to do something that can be measured?

Completed Goal (3)	Making Progress (2)	Preparing for Action (1)
Contains clearly communicated, defined, and measurable student learning objectives based on Bloom's taxonomy or another taxonomy related to course content and the required learning processes.	Somewhat clearly communicated, defined, or partially measurable student learning objectives related to course content and the required learning processes.	Unclearly communicated, ill-defined, or unmeasurable student learning objectives related to course content and the required learning processes.

Inclusive Syllabus Rubric

Criterion 4: Alignment [2, 8, 10, 11]

- Do the activities and assessments ask the students to perform a task at the same level as the learning objective?

Completed Goal (3)	Making Progress (2)	Preparing for Action (1)
A clear relationship exists between course outcomes, learning objectives, activities and assessments and is communicated in the document.	The relationship between course outcomes, learning objectives, activities and assessments is partially or not clearly communicated in the document.	A relationship between course outcomes, learning objectives, activities and assessments is not present or communicated in the document.

Criterion 5: Student-Centered Calendar or Schedule [5]

- Is the information on the calendar or schedule for the instructor or for the students?

Completed Goal (3)	Making Progress (2)	Preparing for Action (1)
The course calendar or schedule supports student success by providing sufficient detail, enabling students to plan and prioritize.	A course schedule is present but lacks necessary detail or structure to be helpful to students.	Course schedule is not present.

Criterion 6: Format [6]

- What limits or barriers are removed or created by how the syllabus is presented?

Completed Goal (3)	Making Progress (2)	Preparing for Action (1)
The syllabus follows accessibility best practices, clearly links additional resources and is (easy to navigate - student-centered - user-friendly). The syllabus is offered in multiple ways so students can access information as needed throughout the course.	The syllabus contains all course information, guidance, and examples, but may be cumbersome for some to navigate. May not follow accessibility best practices. The syllabus is made available to students as an accessible electronic document and hardcopy form.	Syllabus provides basic information in a few pages. Syllabus is offered in hardcopy form on the first day of class.

Inclusive Syllabus Rubric

References

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3. Bart, M. A Learner-Centered Syllabus Helps Set the Tone for Learning. Faculty Focus, Retrieved on November 18, 2021.
4. Bowen, J. (2012). Teaching Naked: How Moving Technology Out of Your College Classroom Will Improve Student Learning. Jossey-Bass.
5. CAST (n.d.). UDL Syllabus UDL On Campus: Universal Design for Learning in Higher Education Retrieved November 8, 2021, from http://udloncampus.cast.org/page/planning_syllabus#l1970162.
6. Ensuring Access through Collaboration & Technology ~ Partnerships, Technology & Dissemination (EnACT~PTD) (n.d.) UDL: A Rubric for Evaluating Your Course Syllabus Retrieved on November 8, 2021 from https://mtsac.libguides.com/ld.php?content_id=27697365
7. Feldman, J. (2019). Grading for Equity: What It Is, Why It Matters, and How It Can Transform Schools and Classrooms. Corwin.
8. FitzPatrick, Beverly, John Hawboldt, Daniel Doyle, and Terri Genge. 2015. "Alignment of Learning Objectives and Assessments in Therapeutics Courses to Foster Higher-Order Thinking." American Journal of Pharmaceutical Education 79 (1): 1–8. https://doi.org/10.5688/ajpe79110.
9. Krathwohl, D. R., & Anderson, L. W. (2010). Merlin C. Wittrock and the Revision of Bloom's Taxonomy. Educational Psychologist, 45(1), 64–65. https://doi.org/10.1080/00461520903433562
10. Martone, Andrea, and Stephen G. Sireci. 2009. "Evaluating Alignment between Curriculum, Assessment, and Instruction." Review of Educational Research 79 (4): 1332–61.
11. Reeves, Thomas C. 2006. "How Do You Know They Are Learning? The Importance of Alignment in Higher Education." International Journal of Learning Technology 2 (4): 294. https://doi.org/10.1504/IJLT.2006.011336.
12. Riviere, J., Picard, D., & Coble, R. (2014). Syllabus Design. Vanderbilt University Center for Teaching. Retrieved November 8, 2021 from https://cft.vanderbilt.edu/guides-sub-pages/syllabus-design/
13. Walvoord, B. (2010). Assessment Clear and Simple: A Practical Guide for Institutions, Departments, and General Education. Jossey-Bass.
14. Wieman, C. (2017). Improving How Universities Teach Science: Lessons from the Science Education Initiative. Harvard University Press.
15. Wikipedia. SMART Criteria https://en.wikipedia.org/wiki/SMART_criteria. Retrieved November 18, 2021.

Inclusive Syllabus Rubric

Resources

Syllabus Design
1. LU Website: Course Instructors Page: Course Syllabus https://www.lawrence.edu/faculty/instructors
2. Developing an Inclusive Syllabus – The University of Utah Center for Teaching and Learning Excellence
3. Inclusive Syllabus Design - UCLA Center for Education Innovation and Learning in the Sciences
4. Northwestern School of Professional Studies - The Importance of a Syllabus
5. UDL Syllabus - http://udloncampus.cast.org/page/planning_syllabus#l1970162
6. Course Climate, Pedagogy and Content Examples https://cte.ku.edu/creating-inclusive-syllabus
7. Center for Urban Education's (CUE) syllabus review tool, an online inquiry tool promoting racial and ethnic equity and equity-minded practice through structured self-assessment and reflection.
8. McNair, T., Bensimon, E., & Malcom-Picquex, L. (2020). From Equity Talk to Equity Walk: Expanding Practitioner Knowledge for Racial Justice in Higher Education. Jossey-Bass.

Example EDI Policies and Support Statements
- equitable grading policy (Feldman, J. (2019).)
- inviting office hours statement
- academic honesty statement
- pronoun policy
- course values and norms
- mutual respect
- work/life balance
- personal boundaries, availability
- Clearly communicated high expectations and encouragement so that students can meet the expectations through hard work.
- Responsibility statements for both instructors and students (Baldwin et al., 2020, p. 100-101).
- Lawrence University Support Services
  - Center for Academic Success
  - Wellness Services
  - Office of Spiritual Life - Support Services
- For more examples see: https://cft.vanderbilt.edu/guides-sub-pages/syllabus-design/

Accessible Course Materials
1. Create Accessible Documents in Microsoft Word – University of Washington
2. Create accessible PDFs
3. Make Accessible PowerPoint Presentations
4. UDL Guidelines

Learning Objectives and Assessment
UDL and Assessment
1. http://udloncampus.cast.org/page/assessment_udl#l1970374
2. http://castprofessionallearning.org/project/top-10-udl-tips-for-assessment/ | PDF

Bloom's Revised Taxonomy http://www.celt.iastate.edu/teaching/effective-teaching-practices/revised-blooms-taxonomy/

Marzano's Taxonomy

Inclusive Syllabus Rubric

1. [Designing & Assessing Educational Objectives: Applying the New Taxonomy](#) (2008) Marzano, R. J., & Kendall, J. S. (2008). *Designing and Assessing Educational Objectives:*
2. *Applying the New Taxonomy*. Corwin Press. [https://books.google.com/books?id=l0hOAwAAQBAJ&lpg=PP1&ots=r4cCUz4j6W&dq=Marza no%20%26%20Kendall%2C%202008&lr&pg=PP1#v=onepage&q=Marzano%20&%20Kendall,%202008&f=false](#)
3. Toledo, S., & Dubas, J. M. (2016). Encouraging Higher-Order Thinking in General Chemistry by Scaffolding Student Learning Using Marzano's Taxonomy. *J. Chem. Educ.*, *93*(1), 64–69. [https://doi.org/10.1021/acs.jchemed.5b00184](#)
   (The article above contains a clear graphical representation of the taxonomy.)

Other Rubrics

1. Checklist for Designing an Inclusive Syllabus
   a. [https://www.mtholyoke.edu/sites/default/files/TLI-TEFD-Checklist-Inclusive-Syllabus-20180613.pdf](#)
   "Six Principles of and Inclusive Syllabus"
   © 2018 Kiersten Helmer, Ed. D., Director of Programming for Diversity, Inclusion and Equity Institute for teaching Excellence & Faculty Development, University of Massachusetts Amherst
2. UDL Syllabus Rubric [https://mtsac.libguides.com/ld.php?content_id=27697365](#)

Definitions

Alignment

As stated in the article *Evaluating Alignment Between Curriculum, Assessment, and Instruction*, alignment is the," ... agreement between a teacher's objectives, activities, and assessments so they are mutually supportive."
Martone, Andrea, and Stephen G. Sireci. 2009. "Evaluating Alignment between Curriculum, Assessment, and Instruction." *Review of Educational Research* 79 (4): 1332–61.

Learning goal/objective/outcome

"Learning objectives are brief statements that describe what students will be expected to learn by the end of school year, course, unit, lesson, project, or class period."
"Learning Objectives Definition." 2013. The Glossary of Education Reform. August 27, 2013. [https://www.edglossary.org/learning-objectives/](#).

Student-centered

Student-centered learning experiences focus on what the student will do, be, and know versus what the instructor will teach and do in the course.

Inclusive Syllabus Rubric

For Further Reading

1. Baldwin, A., Bunting, B., Daugherty, D., Lewis, L., & Steenbergh, T. (2020). *Promoting Belonging, Growth Mindset, and Resilience to Foster Student Success* University of South Carolina, National Resource Center for the First-Year Experience & Students in Transition.
2. Bowen, J. (2012). *Teaching Naked: How Moving Technology Out of Your College Classroom Will Improve Student Learning*. Jossey-Bass.
3. Blum, S. D. (2020). *Ungrading: Why Rating Students Undermines Learning (and What to Do Instead)*. West Virginia University Press.
4. Feldman, J. (2019). *Grading for Equity: What It Is, Why It Matters, and How It Can Transform Schools and Classrooms*. Corwin.
5. Jack, A., (2019). *The Privileged Poor: How Elite Colleges Are Failing Disadvantaged Students*. Harvard University Press.
6. Li, Y. (2017a, May 29). *Program Student Learning Outcomes Assessment: An Evaluator's Perspective* [Presentation]. AIR Forum, Washington, D.C.
7. Li, Y. (2017b, May 30). *Curriculum Mapping: Aligning Curriculum with Program- and Course-Level Learning Outcomes.* [Presentation]. AIR Forum, Washington, D.C.
8. McGuire, S. & McGuire, S. (2015). *Teach Students How to Learn: Strategies You Can Incorporate Into Any Course to Improve Student Metacognition, Study Skills, and Motivation.* Stylus.
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13. Winkelmes, M-A., Boye, A., & Tapp, S. (2019). *Transparent Design in Higher Education Teaching and Leadership: A Guide to Implementing the Transparency Framework Institution-Wide to Improve Learning and Retention.* Stylus.