

## Guiding Questions for CCC Submitters and Reviewers to Develop an Inclusive Syllabus

In recognition of the powerful role curriculum can play in disrupting racism and in keeping with the college's antiracism initiatives, these questions are intended to serve as a guide (rather than a pre-determined or required list of questions) for curriculum development and to promote conversation between course developers and the college curriculum committee during the COE curriculum approval process. Note, that this document does not replace the UF Course submission guidelines and its requirements for new syllabi and course submission.

- Does this course include readings representing a variety of viewpoints and cultural backgrounds?
- Does this course include assignments and activities that are culturally relevant and inclusive?
- Does this course include opportunities to explore how course content impacts individuals and communities, including those who have been historically marginalized (e.g., inviting guest speakers to the course or locating other media along with readings that represent diverse perspectives)?
- Do class session topics allow for discussion regarding how students from different cultural backgrounds may view the content?
- Does the course allow students opportunities to draw on their own experiences and culture?
- Does this course include assignments and activities that disrupt dominant, racialized norms? (e.g., assignments that help students identify implicit bias, recognize their own biases and/or privilege, or examine course-related data or readings with a critical lens)
- Are the course assignments equitable and attainable by all students regardless of income, location, cultural background, etc., without putting any students in distress while attempting to complete an assignment?
- Are student expectations clearly stated in the syllabus?
- Does the course syllabus include a statement regarding topics related to inclusive practices (i.e., inclusive communication in classroom discussions, respect for diversity, accessibility and accommodations, religious and cultural observances, attendance and participation) with accompanying information for accessing student services on campus? (see example statements below for ideas)
- Does the course syllabus include a statement about land acknowledgement?

Faculty are also encouraged to review their syllabi to ensure the language is welcoming and validating students of all backgrounds. Tools for syllabus review are available on the CCC website [\[link here\]](#).

**Example Statements:****Statement from UF Wertheim College of Engineering syllabi:****Commitment to a Safe and Inclusive Learning Environment**

The Herbert Wertheim College of Engineering values broad diversity within our community and is committed to individual and group empowerment, inclusion, and the elimination of discrimination. It is expected that every person in this class will treat one another with dignity and respect regardless of gender, sexuality, disability, age, socioeconomic status, ethnicity, race, and culture.

**Hollins University:**

I am committed to the principle of universal learning. This means that our classroom, our virtual spaces, our practices, and our interactions be as inclusive as possible. Mutual respect, civility, and the ability to listen and observe others carefully are crucial to universal learning. Active, thoughtful, and respectful participation in all aspects of the course will make our time together as productive and engaging as possible.

**Colby College:**

It is my intent that students from diverse backgrounds and perspectives be well-served by this course, that students' learning needs be addressed both in and out of class, and that the diversity that students bring to this class be viewed as a resource, strength and benefit. I expect you to feel challenged and sometimes outside of your comfort zone in this course, but it is my intent to present materials and activities that are inclusive and respectful of all persons, no matter their gender, sexual orientation, disability, age, socioeconomic status, ethnicity, race, culture, perspective, and other background characteristics.

**Brown University:**

The Department of Sociology embraces a notion of intellectual community enriched and enhanced by diversity along a number of dimensions, including race, ethnicity and national origins, gender and gender identity, sexuality, class and religion. We are especially committed to increasing the representation of those populations that have been historically excluded from participation in U.S. higher education.

**University of Iowa:**

It is my intent that students from all diverse backgrounds and perspectives be well served by this course, that students' learning needs be addressed both in and out of class, and that the diversity that students bring to this class be viewed as a resource, strength and benefit. It is my intent to present materials and activities that are respectful of diversity: gender, sexuality, disability, age, socioeconomic status, ethnicity, race, and culture. Your suggestions are encouraged and appreciated. Please let me know ways to improve the effectiveness of the course for you personally or for other students or student groups. In addition, if any of our class meetings conflict with your religious events, please let me know so that we can make arrangements for you.

**UF Services Available to Students:**

- Wellness and Counseling Center
- Disability Resource Center
- International Center
- Multicultural and Diversity Affairs
- Student Health Care
- Student Legal Services
- Reading and writing Center
- Tutoring services – suspended during Covid
- Center for Gender, Sexualities and Women's Studies Research