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| Materials |  |
| Voice | Space for student voice and contribution is held within the content |
| Learning Preferences | Provide course content in multiple formats, when possible, such as video, images, articles, and texts. |
| Accessibility | Ensure content meets MSU accessibility standards including captioned and transcribed videos, images and presentations with fully described alt-text and captions. |
| Affordable | * Inclusion of free and openly licensed course content and/or affordable print options * Inclusion of Library content with permalinks and citations |
| Assessments | * Provide multiple assessment types so as to not disadvantage some of the students in ways unrelated to their learning * Provide and describe formative assessments that offer students multiple low-stakes opportunities to assess and improve their performance * Formative assessment - Description of formative assessments, providing students with multiple low-stakes opportunities to assess and improve their performance. * Summative assessment - Description of the diverse modes of expression through a variety of assessment types (group projects, case-based role plays, partner quiz, multimodal presentations, etc.) in addition to, or instead of, traditional types (multiple choice, essay/paper, etc.). * Description - Reference to assignment descriptions that will be disseminated and include the course learning objective the assignment supports, brief narrative paragraph prompt, scaffolded steps to complete the assignment, and grading rubric. |
| Design Equity | Course content includes a diversity of representation in:   * exemplars * images * experiences * names used (self-identify) * formats available in no and low cost options |
| Learning Equity | Content includes:   * “to the reader” or how to use section * Clear connection from content to assessments and activities * Ancillary resources connect to content and assessments |
| Information Equity | Content has:   * Subject coverage (honest & inclusive): Addresses each topic in the subject matter fully, without equivocation or indicates relevant and missing perspectives as areas of further study. * Perspectives covered in material are inclusive and relevant to the subject: Includes perspectives and/or first-person accounts of peoples and groups relevant to the subject matter. * Language is inclusive and devoid of microaggressions. Gender neutral language and Person-First language is incorporated throughout material as needed. |
| Shared Responsibility | Do students have shared responsibility in their (and their fellow students’) learning? For example, do students lead discussion groups, reteach concepts, or otherwise contribute to the teaching?   * Provide parameters for the students’ responsibilities and expectations in each learning activity. * If responsibility and action impacts grades, give rubric defining assessment of participation. |
| Engagement | To what extent do students interact with you and each other? |
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Equity Review

Once your course is complete, review it for implicit barriers that may be barriers to student success.

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| Implicit rules | * What formal and informal rules, assumptions, values are important for the course but not stated in the syllabus? |
| Implicit messages | * What unwritten messages does the syllabus convey about the course, content, and learning? * Is there a “hidden curriculum” embedded in the syllabus? |
| Hidden biases | * In which ways does the “hidden curriculum” potentially discriminate against some students? (For example, do you use only one type of assessment to determine grades, and does the disadvantage some of the students in ways unrelated to their learning?) |