

Course Preparation Checklist

	<p>Syllabi Preparation Course syllabi uses the most updated SJSU accessible template. The language on my course materials (syllabus, course description, assignments, etc.) uses clear and concise language, written in a way a non-expert can understand, and uses inclusive language.</p>
	<p>Contacting and Meeting With the Instructor Identify preferred methods of being contacted (i.e., Email is preferred over a phone call) and communicate how students can arrange a meeting. = appointment Consider using Youcanbookme to schedule meetings, this is a website SJSU instructors have access to as part of the Google suite of tools. You can link to your google calendar, set availability, length of meetings, etc.</p>
	<p>Promoting Diversity Course syllabi includes a diversity statement. Recognize and discuss historical and culturally relevant topics such as the Land Acknowledgment in meaningful ways. # and diversity. Note: If changes are needed to course descriptions and CO information can be found on the SJSU program revision website. Ensure digital materials are accessible by adding closed captions in zoom meetings and videos used on Canvas</p>
	<p>Reducing Cost Courses use low or no cost materials Check out the SJSU Dr. Martin Luther King Jr. Library Free and Low-Cost Classroom Materials website. # requirements, etc. that are burdensome to low-income students). For example, extra credit opportunities in courses do not create additional financial or other burdens upon students (e.g., missing work, travel, etc.) (why offer extra credit)</p> <p>Grading Policies</p>

	<p>Goal-Driven Action</p> <p>Department develops annual antiracist / anti bias action plans that include SMART (Specific, Measurable, Achievable, Relevant, and Time-based) goals established by the DEI committee (or, in the absence of a committee, according to the assessment cycle) and evaluation of DEI-associated program learning outcomes (PLOs) to improve:</p> <ul style="list-style-type: none"> Representation of current administrators, staff, faculty, students, and committee membership Representation within applicant pools Rates of student retention Graduation rates Rates of staff retention Rates of staff promotion Rates of faculty retention, tenure, promotion Department climate Use of inclusive teaching practices DEI integration into the curriculum
	<p>Outcomes Measurement and Evaluation</p> <p>Department measures outcomes annually that are associated with the goals established by the DEI committee (or, in the absence of a committee, according to the assessment cycle and evaluation of DEI-Driven Action Plans) and:</p> <ul style="list-style-type: none"> Submits data collected to CEED committee for archiving and measuring College-wide performance Shares findings with all stakeholder groups for transparency Uses data to inform policy and practice change (hiring, admissions, support services, etc.) Assessment Coordinators integrate DEI-related goals and data collection and analysis into annual program assessments in Nuventive Evaluates performance pertaining to this checklist annually
	<p>Curriculum DEI Integration</p> <p>Department conducts routine curriculum evaluation to ensure program learning objectives (PLOs) and course learning objectives (CLOs) specifically address DEI and health equity by including the influence of:</p> <ul style="list-style-type: none"> social determinants of health vulnerable populations economics, health and public policy bias and racism <p>Curriculum evaluation should include working collaboratively with department faculty to identify what, how, and where content and skills are introduced (I), reinforced (R), and assessed (A). Basic components of a curriculum map (8 steps):</p> <ol style="list-style-type: none"> 1. Data collection 2. A review of all maps by individual course faculty 3. Small group review 4. Additional first read throughs and small group reviews 5. Large group review 6. Identification of immediate revision points 7. Identification of point requiring additional research and planning 8. Planning for the next review cycle <p>Resources: Equity Building Blocks; CSULB Cultural Curriculum Audit; Culturally Responsive Teaching for the Brain; Grading for Equity; curriculum map template</p>
	<p>Proactive Use of Student Support Services</p> <p>Department provides student services necessary to support academic success, belonging, graduation, and successful licensure examination pass rates (as applicable) to address issues that affect academic performance and student success.</p> <ul style="list-style-type: none"> Best practices in academic advising (relationship building, career counseling, notifying students of advisor assigned, etc.) Encourage engagement of students in affinity group and campus resource centers on campus through Student Transition and Retention Services (African American/Black Student Success Center, Aspire Program, Chicanx/Latinx Student Success Center, EOP/Guardian Scholars, UndocuSpartan Resource Center) Promote community building and sense of belonging among students to promote academic success and psychosocial well-being Guiding students to the CHHS Student Success Center for general education health professional advising Use of Spartan Connect Progress Report to notify advising team of students who might need additional support Refers students who might need additional academic support to Undergraduate Advising and Success Center Connect students with Financial Aid and Scholarship Office as needed
	<p>Campus and Department Climate Assessment</p> <ul style="list-style-type: none"> Department conducts entrance and exit surveys about underrepresented student expectations and experiences and faculty with regard to campus climate and workplace dynamics. Department circulates bias incident reporting information to staff, faculty, and students on a routine basis and features links in appropriate documents, i.e. handbooks, syllabi, etc.

	<p>Assessing Faculty DEI Competency Department integrates evaluation of diversity, equity, inclusion, and belonging competencies (see Diversity and Inclusion subheading) in: SOTES and SOLATES Faculty rating scale of teaching (peer evaluations)</p>
	<p>Physical and Virtual Spaces Department physical spaces and promotional materials include images that represent a wide range of age, race, ethnicity, gender and sexual orientation, but avoids tokenism. Offices Hallways Teaching spaces Website Department includes or has information regarding inclusive spaces, i.e. lactation rooms, gender-neutral spaces (bathrooms), etc.</p>