



SYLLABUS

Instructor	Name
Course Name	DEI Strategic Planning Toolkit
Prerequisites & technology requirements	<ul style="list-style-type: none"> • This course is geared toward college leaders comfortable using essential office tools such as Microsoft Word, PowerPoint, Adobe Acrobat, and Google Workplace. • There are no required textbooks for this course. The resources are accessible via active links in the modules. • Have access to use a computer, a tablet or a mobile phone with a Wi-Fi connection or download materials in advance. • Have the basic ability to navigate a web-based platform. • All course materials are presented in English.
Course Length	4-6 hours/week x 4 weeks + evaluation
Course Contact	Insert the instructor’s contact hellocourse@teamtire.com (fictional)
Response Time	Within 24 hours on weekdays. Allow 48 hours on weekends.

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Course Overview

This training program is designed to provide you the fundamentals to develop and implement a strategic plan dedicated to Diversity, Equity, and Inclusion unique to the characteristics of your student, faculty, and local communities.

The course is published in the Canvas learning management system (LMS), where learners can access to the course contents, quizzes, discussions, assignments with rubrics, resource files, and grades.

Instructor Introduction

Name and a headshot

Course Design and Development



Team T.R.E. is training and solutions consultants and project managers. They consult on various elements of eLearning, instructional design, and DEI, collaborating with the stakeholders on industry standards and best practices for higher education, including a peer review. In this course, they are responsible for developing training modules and deliverables for the DEI Strategic Plan toolkit.

They also conduct assessments of stakeholders related to learning analysis, resource capabilities, gaps, and current standing related to the college's DEI initiatives. If you have any questions or requests for the course design, please contact hellocourse@teamtire.com (fictional).

Course Goals, Objectives, and Competencies

Module 1

Learning Goal

This module aims to provide learners with the knowledge and skills to evaluate microaggressions and deficit-centered thinking in higher education settings.

Terminal Objective

Upon completion of this module, learners will be able to analyze microaggressions, deficit-centered thinking, and solutions in higher education.

Enabling Objectives

By the end of this module, learners will be able to:

- Define microaggressions and deficit-centered thinking.
- Explain the use of microaggressions and deficit-centered thinking within academic, instructional, and administrative settings.
- Identify solutions, such as policies or strategies, to mitigate microaggressions and deficit-centered thinking.

Module 2

Learning Goal

This module will provide learners with the knowledge to explain challenges and best practices related to implementation of diversity, equity, and inclusion that confront higher education.

Terminal Objective

Upon completion of this module, the learner will be able to analyze the barriers to implementation of diversity, equity, and inclusion in higher education and frameworks and best practices that can potentially mitigate those barriers.

Enabling Objectives

By the end of this module, learners will be able to:

- Define a minimum of two practices or trends that have contributed to inequities in higher education.
- Identify three frameworks and best practices for DEI implementation in higher education.
- Apply solutions based on the identified frameworks or best practices to address a practice or trend contributing to inequity in higher education.

Module 3

Learning Goal

This module will develop the research and assessment capacities that learners will use to build the objectives of their DEI strategic plan.

Terminal Objective

Upon completion of this module, learners will be able to use best practice DEI research and assessment tools to build a data-driven, measurable objectives that will drive the DEI strategic plan.

Enabling Objectives

By the end of this module, learners will be able to:

- Describe the dimensions, components, and application of the NERCHE Self-Assessment Rubric.
- Perform a sample audit of your institution using the selected NERCHE dimension and components.
- Identify best practices for focus groups and campus climate surveys and use those tools to assess the institution's DEI performance.
- Using data gathered through focus groups, campus climate surveys, and NERCHE self-assessment, develop measurable objectives for a DEI strategic plan.

Module 4

Learning Goal

This module will prepare learners to implement planning steps to institutionalize their DEI strategic objectives.

Terminal Objective

Upon completion of this module, learners will be able implement their DEI strategic plan using a variety of project management plans and tools.

Enabling Objectives

By the end of this module, learners will be able to:

- Identify applicable resources, including relevant stakeholders for goal and team leadership positions, to dedicate to implementing of strategic objectives.
- Develop a communication plan to manage information, documentation, strategy process flow, internal and external communications, and messaging, including reporting.
- Conduct an assessment of processes and outcomes related to the objective's metrics.

All modules

Competencies

This module includes the following competencies:

- Inclusion
- Research/Data-Gathering
- Critical Thinking
- Problem-Solving
- Strategic Planning

Schedule of Instructional Events

	Topic	Activities	Date
Week 1 Module 1	Disrupting Microaggressions and Deficit Thinking	Discussion #1 Self-Check Quiz #1 Discussion #2 Self-Check Quiz #2 Discussion #3 Assessment	Begins on xx/xx/2023 Submit by xx/xx/2023
Week 2 Module 2	Diversity, Equity, and Inclusion Frameworks and Best Practices	Discussion #1 Self-Check Quiz #1 Discussion #2 Self-Check Quiz #2	Begins on xx/xx/2023



		Assessment	Submit by xx/xx/2023
Week 3 Module 3	Preparing for creating a Strategic Plan	Discussion #1 Discussion #2 Discussion #3 Assessment	Begins on xx/xx/2023 Submit by xx/xx/2023
Week 4 Module 4	Creating a Strategic Plan	Discussion #1 Discussion #2 Discussion #3 Self-Check Quiz #1 Discussion #4 Final Assessment	Begins on xx/xx/2023 Submit by xx/xx/2023
Week 6		Post-Course Evaluation 1	By xx/xx/2023
After 3-6 months		Post-Course Evaluation 2	By xx/xx/2023

Due Dates

The course will run (insert the term) in 2023. The course will begin from (insert the start date) for 4 weeks. Learners can access to the online platform begins 3 days before the official start date.

The assignment submission for each week is due in the appropriate assignment folders by 23:59 pm Eastern Standard Time (EST). This is a soft due date to keep learners on track of the weekly module release.

The hard due date to receive a certificate of completion and a post-course evaluation is 23:59 pm EST on (insert the completion date).

Grading Assessments

Grades: The summative assessments are graded on a meet standard/does not meet standard basis using a rubric that contains criteria with assigned point values. In order to pass the assessment, a point total equivalent to 70% or greater of the total points of the assessment must be achieved. The rubrics are provided to communicate the graded criteria for the assessment. Activities and discussion posts are required but not graded.

	Activities	Points	%	Dues
Week 1 Module 1	Discussion #1 Self-Check Quiz #1	Not graded	N/A	



	Discussion #2 Self-Check Quiz #2			xx/xx/2023
	Discussion #3			
	Assessment	18	18%	
Week 2 Module 2	Discussion #1 Self-Check Quiz #1	Not graded	N/A	xx/xx/2023
	Discussion #2 Self-Check Quiz #2			
	Assessment	24	24%	
Week 3 Module 3	Discussion #1 Discussion #2	Not graded	N/A	xx/xx/2023
	Discussion #3			
	Assessment	21	21%	
Week 4 Module 4	Discussion #1 Discussion #2 Discussion #3 Self-Check Quiz #1 Discussion #4	Not graded	N/A	Hard due xx/xx/2023
	Final Assessment	37	37%	
Total Score		100	100%	

The rubrics for each assignment are provided in the assignment page in the Canvas LMS.

Institutional Guidelines

Active Participation

Learners are expected to complete activities in the presented order to benefit from the course. It is highly recommended to schedule time to focus and choose a quiet place to complete content and assignments each week. Be respectful of other’s experiences and be mindful to keep confidentiality in shared discussions.

Communication Protocol

Five days prior to the official start date, learners will receive a welcome message by email and you can view the learning platform. The instructor will post a weekly announcement at the beginning of the course and subsequent (one weekday). During the course, the central communication among peers will take place on the discussion boards.

Late and Attendance Policy

This is self-paced online course thus, no late policy is applicable except the hard due date for the course completion. When your responsibilities and challenges outside of the course causes impact on attending the course, you should communicate with your instructor and supervisor about any concerns you are encountering so that case-based arrangement can be made to help you navigate obstacles and stay on track on the course.

Code of Academic Integrity

Learners must maintain a high ethical standard and academic integrity that includes independent analysis, proper citation of information sources, and engagement in discussion with peers.

The course follows the CoO Code of Academic Integrity designed to ensure academic honesty is upheld, defining academic dishonesty in four categories: (1) Cheating, (2) Fabrication, (3) Facilitating academic dishonesty, and (4) Plagiarism.

The Office of Student Conduct serves as a recourse for academic integrity and oversees the process for resolution of misconduct.

Use of Large Language Models (LLMs)

This policy acknowledges Generative Artificial Intelligence (AI) and Large Language Models (LLM), such as Google's LaMDA and OpenAI's ChatGPT, as emerging technologies within academia and research that can contribute in meaningful and substantive ways to the enrichment of the learning experience. To that end, this policy articulates guidelines for the responsible and ethical use of AI and LLMs in the participation of this course.

- All use of AI or LLMs must comply with your organization's Code of Conduct or Code of Academic Integrity
- Use of AI or LLMs in the production of any work submitted for review and/or assessment must be identified in compliance with the designated style guide for the assignment. In cases where a style guide has not been assigned, we ask that citations be attributed in the APA format. For additional information, please see the linked article: <https://apastyle.apa.org/blog/how-to-cite-chatgpt>Links to an external site.
- The learner is solely responsible for the accuracy and authenticity of the content of any works submitted for assessment and/or review, including presentations, projects, discussion posts, etc. The use of AI and/or LLMs is for enhancing and supplementing original work and thought, not as a replacement for original contributions.

Learning Management Systems Support

The course delivery takes place on the Canvas LMS. Those requiring technical assistance can access hellocourse@teamtre.com (fictional).

Privacy Policy

Canvas automatically collects certain information from you when you visit our site. The course team uses gathered information to track learner trends and site usage with the goal of improving the learner experience and optimizing the course. The course team takes privacy and the perception of intrusion on personal space very seriously. The learner's submission is assessed only for the course purpose. Please apply your best judgement when you use the course outcome to your work place.

Diversity and Disability

Our organization values diversity and inclusion; we are committed to a climate of mutual respect and full participation. Our goal is to create learning environments that are usable, equitable, inclusive, and welcoming. If there are aspects of the instruction or design of this course that result in barriers to your inclusion or accurate assessment or achievement, please notify the instructor or the design team as soon as possible.

Learners are expected to value the diverse identities and backgrounds of peers and be a contributor of psychologically safe learning environment.

External Link Disclaimer

The course contains some links to external Open Educational Resource websites and YouTube not owned nor maintained by the course development team. The team bears no responsibility for the accuracy, legality, or content for external sites. Contact the external site for the answers to questions regarding its contents, terms of uses, and policies.