

Diversity, Equity, and Inclusion Checklist, Colorado Online @

Course:

Semester:

Course Representative:

Reviewer:

Instructions:

Reviewer: After examining all course content, indicate for each section below whether the DEI criterion is **Met** or **Not Met**. Provide comments to describe areas of strength and areas where revisions could improve the learner's experience with the course design.

DEI Criteria	Met or Not Met	Comments, Strengths, Limitations	QM+ Reference
1. Diversity, equity, and inclusion (DEI) statement is prominently presented to learners; the instructor comments on how the course design and policies reflect this DEI commitment.	<i>Enter Met or Not Met</i>	<i>Enter notes here</i>	1.4
2. Course activities invite learners to self-identify and explicitly and repeatedly remind learners to use self-identification such as preferred names and pronouns.	<i>Enter Met or Not Met</i>	<i>Enter notes here</i>	1.9+
3. Course activities invite learners to respectfully share and engage their diverse identities as well as share identity- and academically-relevant applications, examples, and resources.	<i>Enter Met or Not Met</i>	<i>Enter notes here</i>	5.2a+, 5.4b+
4. The course design offers different ways for learners to participate and communicates those options clearly.	<i>Enter Met or Not Met</i>	<i>Enter notes here</i>	5.4a+
5. The course design scaffolds different levels of cognitive engagement to help learners progressively build skills and manage cognitive load.	<i>Enter Met or Not Met</i>	<i>Enter notes here</i>	2.5+
6. Learning materials incorporate open educational resources (OER) or zero textbook cost (ZTC) resources where possible, and materials are selected for ease of access ("access"	<i>Enter Met or Not Met</i>	<i>Enter notes here</i>	4.5b+

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includes web accessible, mobile friendly, not cost prohibitive, and avoiding obstacles related to user accounts, data privacy, or FERPA concerns).			
7. Learning materials in each module allow some degree of student choice to fulfill learning objectives and complete activities.	<i>Enter Met or Not Met</i>	<i>Enter notes here</i>	4.5a+
8. Course design includes representation of diverse perspectives and cultures, including historically marginalized voices (in visual, media, and text-based components of the course as well as in learning activities and assessments).	<i>Enter Met or Not Met</i>	<i>Enter notes here</i>	4.5c+, 4.5d+
9. Course design considers and acknowledges stereotypes and biases that are perpetuated by representation choices, opening up space for dialogue relevant to the learner experience and the academic topic.	<i>Enter Met or Not Met</i>	<i>Enter notes here</i>	4.5c+, 4.5d+
10. Learning activities provided in each module allow some degree of student choice, such as completing a practice quiz, a practice worksheet, or a guided reading.	<i>Enter Met or Not Met</i>	<i>Enter notes here</i>	5.2c+
11. Alternatives are provided for required activities that rely on tools or technologies outside the learning management system.	<i>Enter Met or Not Met</i>	<i>Enter notes here</i>	6.3b+
12. Assessments are scaffolded where possible, breaking larger assignments into smaller deliverables and providing resources such as templates, examples, and rubrics.	<i>Enter Met or Not Met</i>	<i>Enter notes here</i>	3.4b+
13. The course design integrates authentic assessment, alternative assessment, and/or high-impact	<i>Enter Met or Not Met</i>	<i>Enter notes here</i>	3.4c+

DEI Criteria	Met or Not Met	Comments, Strengths, Limitations	QM+ Reference
practices that enable learners to leverage their strengths and practice realistic applications of course concepts.			
14. Learning activities and assessments represent a workload that does not present unnecessary barriers to learners, are suited to the level of the course, and all options are web accessible.	<i>Enter Met or Not Met</i>	<i>Enter notes here</i>	3.4a+, 3.4b+, 5.4a+