

UCR Inclusive Course Design Rubric

This rubric is adapted from the UC DEI Course Design Rubric and the UC, Irvine DTEI DEI Course Design Rubric, last updated October 25, 2022

Introduction:

This rubric seeks to support the intentional development of equitable, diverse, and inclusive higher education courses by individual practitioners as well as course design and delivery teams. This is not an exhaustive rubric but may guide and focus discussion and decision-making around inclusive teaching research and best practice. Many of the suggested guidelines adopt a Universal Design for Learning (UDL) framework and are effective teaching and learning practices in general.

The rubric is currently in a pilot stage, and may be updated from time to time with additional content. We invite you to complete [this three-minute survey](#) for feedback on applications or ways to improve this resource.

To understand inclusion in teaching and learning, here are some terminology resources:

- [Foundational Concepts & Affirming Language by Harvard DIB](#) (PDF↓)
- [Inclusion Learning Resources from the UCR Office of Diversity, Equity, and Inclusion](#)

Getting Started:

- The rubric is designed to be used as a whole or in part as individual practitioners and design teams adapt it for specific course or campus needs.
- A notes section is provided to promote implementation through reflection by individual practitioners or discussion between course design and delivery teams.
- The rubric can be applied at different stages of development and delivery and is meant to promote a reflective, collaborative, and iterative course design process.

Developed by the Equity, Diversity and Inclusion Working Group of the
UC Instructional Design & Faculty Support (IDFS) Community of Practice
Last Updated October 2, 2025



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	Now	Next	Later	Notes
Syllabus and General Course Design Diversity and inclusion are explicitly recognized and valued in the syllabus and overall course design. Read more about Inclusive Teaching and Course Design See Policy 4400: Policy on University of California Diversity Statement	☐ Diversity and inclusion are explicitly recognized and valued in course guidelines, course content, classroom behaviors, activities, and assignments. ☐ Students' diverse backgrounds and possible financial limitations are considered with selection of course materials. <u>The syllabus includes:</u> ☐ Clear and specific, objectives, expectations, and deadlines, designed to promote inclusive course learning ☐ A diversity statement that acknowledges: • that diversity is valued in the course - that all students, regardless of racial/ethnic, cultural, gender, age, social class, and other kinds of human difference are	<u>The syllabus:</u> ☐ Affirms respect for diversity and inclusivity. ☐ Shows accommodation for different ways of knowing and learning. ☐ Indicates the possibility of multiple attempts on assignments to encourage learning. ☐ Avoids triggering the negative effects of stereotype threat on performance (e.g., provide role models that challenge stereotypic assumptions). ☐ Encourages respectful communication in an effort to promote inclusivity and reduce polarization and marginalization in the classroom. ☐ Fosters a spirit of collaboration and equal partnership, and	☐ Course content, activities, and assessments are transparent and authentic in nature and are aligned with specific principles of Universal Design for Learning (UDL). ☐ Equitable grading practices are implemented and described clearly. ☐ Campus resources are utilized to understand and support diverse student needs. ☐ Syllabi and course designs are reviewed for inclusiveness using an evaluation tool or in consultation with a colleague or instructional designer. Additional Resources • UCR inclusive syllabus template • UCSD inclusive syllabus template	

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	important and equal partners in the education process; - the importance of inclusivity and respect for all students and their contributions. Additional Resources UCR Syllabus Template Inclusive Language Glossary Inclusive Language IT Guide	encourages student ownership of a course. Additional Resources Examples of inclusive syllabi statements Guide to inclusive syllabus design Inclusive syllabus language (DOC ↓) Increasing Inclusivity in the Classroom (DOC ↓)	UCI inclusive syllabus template UCLA inclusive syllabus example (PDF↓) Inclusive course design survey tool (PDF↓)	
Student Support All learners have access to academic and student support services throughout the course. Your college, department, or program may have specific language or templates for how to support students. See the accompanying references and resources listed.	[] The syllabus outlines student support and well-being services in these areas: - general student assistance; - online academic support; - assistance with using technology; - resources for health and well-being; - resources for students with disabilities. [] Course instructors explain the nature and purpose of office hours. Additional Resources UCR Syllabus Template	[] The course actively reminds students how they can access and utilize campus resources (e.g., by providing a link to the Academic Resource Center to receive, i.e., tutoring help before a major exam).	[] Solicit feedback from students throughout the course to provide additional resources and just-in-time student support. [] Survey students before the course starts, at mid-term, and at the end of the course to better understand student needs throughout the course. Additional Resources Writing a Pre-Course Survey Remote Learning Expectations Survey	

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	with student services			
Content, Activities, and Engagement Course materials and activities are aligned with learning outcomes and designed with consideration for diversity, equity, and inclusion. Learners are able to see themselves represented in the course content and/or discipline. The UCR Office of DEI and XCITE and provide resources and professional development on best practices.	☐ Course content encompasses a broad range of diverse contributions to the discipline. ☐ Multiple viewpoints and perspectives on course topics are included and represented accurately. ☐ Images, representations, readings and sources reflect diversity and/or ☐ the instructor acknowledges the lack of diversity in the discipline or topic under study, and provides a platform for discussion around representations and stereotypes. Additional Resources • Incorporating Diversity Center for Teaching Innovation	☐ The course utilizes diverse student and instructor experiences and perspectives as resources, and emphasizes the enrichment they bring to the course. ☐ Inclusion-based critiques of traditional disciplinary assumptions are included as primary course material. ☐ Multiple course activities require students to connect course content to: • their own lives and/or reflect on course content in relation to a variety of perspectives; • students' communities and/or social and cultural groups of reference, and the socio-cultural backgrounds of others. Additional Resources • Teaching to Increase Diversity and Equity in STEM	☐ Course content and activities are transparent and authentic in nature and are aligned with specific principles of Universal Design for Learning (UDL), i.e., multiple means of representation, action and expression, and/or engagement. ☐ Students are provided access to diverse role-models and advocates (invited lecturers, panel discussions, etc). ☐ Grading is based on criteria relating to course material or that is directly taught to students. ☐ Student questions on disciplinary traditions and hierarchy are encouraged.	

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Building Relationships The instructor builds relationships with and among students to promote community building and academic success through opportunities for holistic social and emotional growth. Learn more about social and emotional learning (SEL).	☐ Demonstrate a welcoming approach that respects and values diverse abilities, talents, life experiences, and ways of knowing, and recognizes their importance for collaborative learning. ☐ Make intentional efforts to learn who students are individually, including learning how to pronounce their names and giving students the opportunity to share their pronouns. ☐ Communicate attainable high expectations (e.g., a growth mindset) and provide explicit criteria for success for all students. Additional Resources • Learn about a growth mindset	☐ Solicit, respect, and adjust to students' communication preferences. ☐ Provide multiple, specific and intentional, individual and/or group course activities where students interact with each other and build community. ☐ Classroom discussions and group work respect diverse perspectives by following co-created norms for community discussion. Additional Resources • Using community agreements	☐ Engage students in learning opportunities above and beyond required coursework. ☐ The instructor builds in regular interaction designed to strengthen student connections based on diverse student experiences and perspectives, using ice-breakers or other activities. Additional Resources • Common ice-breakers (PDF↓)	
Bias The instructor and learners are aware of any biases or stereotypes that may negatively affect student learning or the learning environment.	☐ Cognitive biases are acknowledged; the Instructor has investigated biases and inequities within the discipline. ☐ There is information about mitigating, addressing, and handling	☐ The instructor demonstrates critical self-reflection and shares reflections with students in an effort to promote an environment of inclusivity, open-dialogue, and continual learning.	☐ Learning activities encourage continual learning and analysis of representations, stereotypes, and human biases throughout the course.	

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UC Managing Implicit Bias Training Series	bias in the class; the instructor has a plan in place for addressing any possible micro-aggressions and implementing micro-affirmations in class. [] An acknowledgement of implicit bias is included in the course syllabus through a personalized diversity statement, especially in disciplines where research is particularly unrepresentative. Additional Resources • Debias Yourself to Debias Your Teaching	[] Trigger warnings (or “content advisories”) are included for sensitive content that may negatively impact learners. Additional Resources • Critical self-reflection: Tools for unpacking seen, unseen, and unforeseen Racial biases • The Truth's Articles • Trauma-Informed Teaching: Path to Student Success • Trauma-Informed Practices for Postsecondary Education: A Guide (PDF↓)	Additional Resources • Strategies for Countering Unconscious Bias in the Classroom: How international educators can recognize unconscious bias and take steps to address it. (NAFSA)	
Technology Educational technology tools support learning outcomes and provide equitable opportunities for student success. Consult your local IT or EdTech departments for more information: UCR ITS: https://its.ucr.edu/	[] The syllabus clearly states: • All technology required for the course; • Where/how students can get assistance with required course technology; • VPN access and information. Additional Resources • Canvas overview video	[] This course supports responsive design and flexibility for students accessing the course through a variety of devices, differences in broadband access, and experience with technology. [] Technology is listed in the learning module or activity that requires it; [] Resources for	[] The syllabus offers clear alternatives for students with technology impediments (e.g., providing transcripts with videos for students with poor connectivity). [] Any technology limitations do not negatively impact student learning activities or learning assessments. [] Consult with an	

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UCR Teaching: https://teaching.ucr.edu/	• UCR Syllabus Template (See example statement under: “Technology Requirements”)	technology help are provided in context (e.g., video tutorials, help desk, disability support). [] Technology requirements and helpful links are listed multiple times throughout the course., e.g. if a certain module or activity uses a program such as Adobe, list Adobe technology requirements and help desk links in the syllabus <i>and</i> on the page/module where students will use it.	accessibility expert or the Student Disability Resource Center (SDRC) about equitable implementation of course technology. Additional Resources • Learn more about: • UCR’s Loan2Learn Program • Laptop Checkout Kiosks • UCR Campus Computer Labs • Assistive technology at the Student Disability Resource Center (SDRC)	
Access The instructor ensures equitable access to course materials and spaces for all learners. See: ADA Compliance for Online Course Design.	[] The instructor makes sure that content and activities are clearly aligned with all institutional accessibility guidelines and the course reflects Universal Design for Learning (UDL) principles. [] A disability statement providing clear instructions for how to request an accessibility (disability) accommodation is included in the course syllabus. [] The instructor provides options for students to	[] The instructor outlines clear steps for obtaining assistance to access and to navigate course materials, while also clarifying navigation options by, e.g., hiding all the unnecessary options in a Canvas course menu through course “Settings” to reduce confusion about navigating the course. Additional Resources • How do I manage course navigation links?	[] A detailed welcome /course tour video is provided to help students to understand the course and the layout. Additional Resources • UCR Resources on Web Accessibility • UCI Quick Tips for creating Accessible Videos (PDF↓)	

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	access the content based on technological, WiFi, and/or time zone limitations faced by some students in the course. Additional Resources • UCR Syllabus Template (See example statement under: “Reasonable Accommodation for Disabilities”) • Refocus: Syllabus Statement • UCI’s DTEI Accessibility Checklist • UCR’s Student Disability Resource Center • Tipsheets Accessibility UCI			
Continuous Improvement and Self-evaluation The instructor engages in continuous reflection, undertaking ongoing evaluation and improvement for both themselves and their course- key components in the development of an equity-oriented mindset.	☐ Reflect on course design, course delivery, student evaluations, and other student learning data connected with diversity, equity and inclusion in order to make improvements. ☐ Leverage midterm course evaluations to reflect and actively improve on your own teaching practices ☐ Survey students before	☐ Cultivate awareness of local, campus-based DEI and teaching centers that offer consultation, events, and resources to support reflection on, and infusion of, DEI strategies and perspectives in course design and teaching. ☐ Survey students at the end of each week with a muddiest point poll to see what they struggled with	☐ Communicate poll results and specific areas in need of improvement to the appropriate department/ administrator and advocate for institutional changes when necessary.	

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	the course starts to better understand their needs.	the most; use their survey responses to reflect and improve on your course content and instruction		
		Additional Resources • UCR Office of Diversity, Equity, and Inclusion • Resources for Exit Tickets and Pre/Post Exams		

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Acknowledgements:

This *UC Equity Diversity & Inclusion Course Design Rubric* is the product of a collaborative effort of the following members of the EDI sub-group of the Equity, Diversity, and Inclusion Working Group of the *UC Instructional Design & Faculty Support (IDFS) Community of Practice*.

Kailey Baez (UCI)
Bo Choi (UCI)
Kim DeBacco (UCLA)
Samantha Eastman (UCR)

Cecilia Gomez (UCD)
Tae-Sun Kim (UCOP)
Melinda Livas (UCD)
Nick Mattos (UCOP, UCSD)

Margaret Merrill (UCD)
Julie Moss (UCB)
Alan Roper (UCOP)
Michelle Ruiz (UCB)
Shu Fen (Fannie) Tsai (UCI)

Contributions to this UCR version of the UC-wide DEI rubric were made by:

Mariah Cladis
Deborah Nelson
Swati Ramani

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