Revolutionizing Engineering Curriculum and Culture:
Tips for Addressing Inclusivity, Diversity and Sustainability

This presentation has samples of language for inclusive curriculum syllabi for our Civil & Environmental Engineering courses.
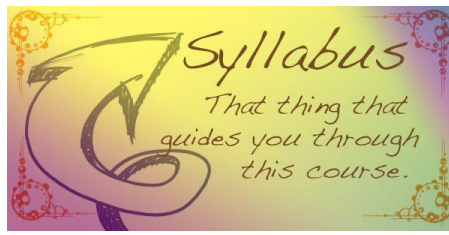

Department of Civil and Environmental Engineering

SYLLABUS

Make your syllabus fun and interactive.

STATEMENT ON DIVERSITY & INCLUSION

I welcome individuals of all ages, backgrounds, beliefs, ethnicities, genders, gender identities, gender expressions, national origins, religious affiliations, sexual orientations, ability and other visible and nonvisible differences. All members of this class are expected to contribute to a respectful, welcoming and inclusive environment for every other member of the class. If you feel that your contribution is not being valued for any reason, please speak with me privately. If you wish to communicate anonymously you may do so in writing or speak with the Office of Social Justice, Inclusion, Conflict Resolution (socialjustice@rowan.edu, 856-256-5496, Room 118, Robinson Hall).
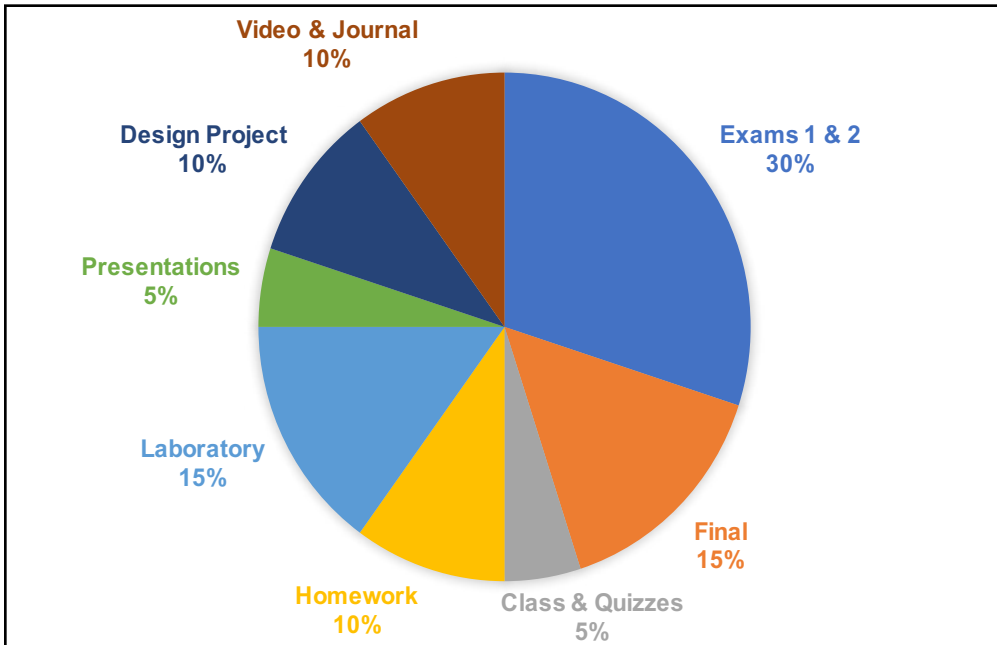
LIVED NAME POLICY

The name by which a person wishes to be known and to have appear in University systems and when conducting day-to-day University business because it affirms that individual's gender, culture and other aspects of social identity. The preferred name will consist of a preferred first name, and preferred middle name when provided. The preferred name does not affect the individual's last name, which must remain the person's legal name.

ACCOMODATION

Your academic success is important. If you have a documented disability that may have an impact upon your work in this class, please contact me. Students must provide documentation of their disability to the Academic Success Center to receive official University services and accommodations. The Academic Success Center can be reached at 856-256-4234. The Center is located on the 3rd floor of Savitz Hall. The staff is available to answer questions regarding accommodations or assist you in your pursuit of accommodations. We look forward to working with you to meet your learning goals.

Your job is not done if you just add language to the syllabus. Your contributions in the classroom need to influence students so they understand that these issues are important in engineering and also important to you. Actions speak louder than words!

Pie chart:
- Exams 1 & 2 — 30%
- Final — 15%
- Class & Quizzes — 5%
- Homework — 10%
- Laboratory — 15%
- Presentations — 5%
- Design Project — 10%
- Video & Journal — 10%

INSTRUCTORS

- Jagadish Torlapati, Ph.D
- TBA
- @jagadish
- users.rowan.edu/~jagadish

Tuesday Lab Instructor:
- Samantha Valentine
- Rowan Hall 222
- @valentines

CLASS & LAB TIMES

Monday: 5:00 - 6:15 PM
Thursday: 3:30 - 4:45 PM
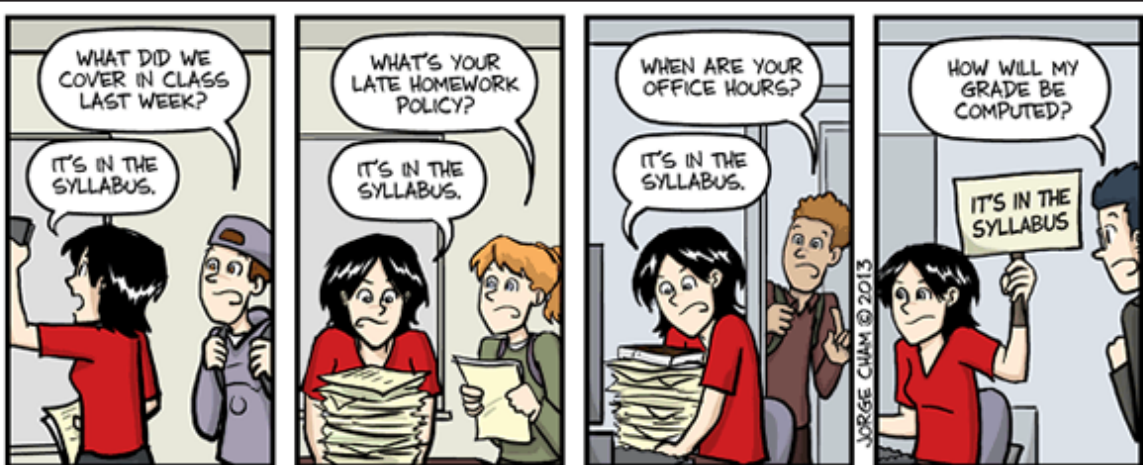Tue/Wed: 5:00 - 7:45 PM (Lab)

TEXTBOOK

Introduction to Environmental Engineering
  by Mackenzie L Davis & David A Cornwell
ISBN: 978-0073401140

What will you learn in this class?
- Basic chemistry (reaction kinetics)
- Drinking Water Treatment
- Wastewater Collection
- Wastewater Treatment
- Global Environmental Issues

Words of advice from previous students

"A bit of issue with chemistry in the beginning but it was almost retaught by the professor to ensure we had a good knowledge."
"Excellent teacher. Gave us a lot of work but it was because he knew we could handle it."
"Course can be challenging if you do not put in the effort but if you actively try to work for this class it will be a breeze"

IT'S IN THE SYLLABUS
This message brought to you by every instructor that ever lived.
WWW.PHDCOMICS.COM

ENVIRONMENTAL ENGINEERING I

TABLE OF CONTENTS

I.   GENERAL INFORMATION

STATEMENT OF DIVERSITY & INCLUSION

I consider this classroom to be a place where you will be treated with respect, and I welcome individuals of all ages, backgrounds, beliefs, ethnicities, genders, gender identities, gender expressions, national origins, religious affiliations, sexual orientations, ability and other visible and nonvisible differences. All members of this class are expected to contribute to a respectful, welcoming and inclusive environment for every other member of the class. If you feel that your contribution is not being valued for any reason, please speak with me privately. If you wish to communicate anonymously you may do so in writing or speak with the Office of Social Justice, Inclusion, Conflict Resolution (socialjustice@rowan.edu, 856-256-5496, Room 118, Robinson Hall).

COMMUNICATION

Slack will be used to communicate and share materials in the class. Slack offers an app for Windows, MacOS, iOS and Andriod as well as a browser application. It is the responsibility of the student to accept the invitation and familiarize themselves with the application. Any issues with the application should be resolved within the first week of beginning of classes. **No emails will be answered after the first week**. Absolutely no excuses will be accepted for missing deadlines for not having access to the application. The team name for Slack is **rowancee2017**

ACCOMODATION

Your academic success is important. If you have a documented disability that may have an impact upon your work in this class, please contact me. Students must provide documentation of their disability to the Academic Success Center to receive official University services and accommodations. The Academic Success Center can be reached at 856-256-4234. The Center is located on the 3rd floor of Savitz Hall. The staff is available to answer questions regarding accommodations or assist you in your pursuit of accommodations. We look forward to working with you to meet your learning goals.

ATTENDANCE POLICY

Lectures: Attendance is mandatory. If you know that you will be absent from a class for a valid reason, obtain approval from instructor 24 hours before the class period. The only exception to this rule is a medical emergency. **Missing exams without valid medical excuse will result in a zero grade.**

Lab: Attendance will be taken during lab and missing lab without a valid medical excuse will result in a zero grade for the lab. If the student misses the lab with a valid medical excuse, the student should complete a makeup lab and write their own lab

report. **If you miss more than two labs without a valid excuse, you will receive zero grade for the lab portion of your final grade.**

ROWAN SUCCESS NETWORK (RSN)

The Rowan Success Network powered by Starfish® is designed to make it easier for you to connect with the resources you need to be successful at Rowan. Throughout the term, you may receive email from the Rowan Success Network team (Starfish®) regarding your academic performance. Please pay attention to these emails and consider taking the recommended actions. Utilize the scheduling tools to make appointments at your convenience including tutoring. Additional information about RSN may be found here.

ACADEMIC INTEGRITY POLICY

Everyone in class should complete and sign the academic integrity form. This will be due at the beginning of the semester. Failing to follow guidelines will result in a zero grade in the assignment, quiz or exam at a minimum. The university's academic integrity policy can be found here.

PROFESSIONAL & ETHICAL BEHAVIOR

Professional behavior is expected of the students in and out of the classroom. The classroom and online platforms provided to the students are learning tools. Unprofessional behavior on these platforms will result in punitive action as deemed by the instructor.

II.   COURSE GUIDELINES

DESCRIPTION

This course is designed as an introduction to environmental engineering. The course focuses on fundamentals of environmental engineering such as material and energy balances, applied chemistry and ecosystems. It also covers aspects of the water and wastewater environments including principles, applications, and design concepts pertinent to water and wastewater quality and pollution, drinking water treatment and wastewater treatment.

INSTRUCTORS

Jagadish Torlapati, Ph.D (@jagadish)

Samantha Valentine (@valentines)

TEXTBOOK

Introduction to Environmental Engineering
Authors: Mackenzie L. Davis and David A. Cornwell
Publisher: McGraw Hill

ISBN 978-0-07-340114-0 (Fifth Edition)

Textbook is recommended and not required.

OFFICE HOURS

By appointment only

LEARNING OUTCOMES

1. Describe the physical, chemical and biological processes involved in drinking water treatment and wastewater treatment processes
2. Describe the drinking water quality standards in United States
3. Apply the concepts for the design of water and wastewater treatment plants
4. Describe the sustainable engineering considerations for water and wastewater treatment design
5. Integrate the scientific concepts in individual lifestyle to become an agent of change

FINAL GRADING BREAKDOWN

EXAMS (1 & 2)	– 30%	HOMEWORK	– 10%
FINAL EXAM	– 15%	CLASS & QUIZZES	– 05%
VIDEO & JOURNAL	– 10%	DESIGN PROJECT	– 10%
PRESENTATIONS	– 05%	LABORATORY	– 15%

GRADING SCHEME

A	≥ 93	C	73 – 77
A-	90 – 93	C-	70 – 73
B+	87 – 90	D+	67 – 70
B	83 – 87	D	63 – 67
B-	80 – 83	D-	60 – 63
C+	77 – 80	F	≤ 60

EXAM POLICIES

Quizzes will be given throughout the semester. **No makeup exams or quizzes will be given for unexcused absences.** All quizzes will be open book and exams will be closed book and notes. Formula sheet will be provided for the exams. The final exam will be a comprehensive exam.

HOMEWORK ASSIGNMENT POLICY

Homework is due at the beginning of the class on the due date specified in the class. All homework problems should be solved on engineering paper using Rowan Engineering Homework Format. An example can be found here. **Late homework submissions will not be accepted and will receive zero credit.**

III. LECTURE SCHEDULE

The following is a tentative lecture schedule subject to change

Dates	Topic	Book Chapter
Sep 4 – Sep 8	Introduction	
Sep 11 – Sep 15	Material & Energy Balance	Chapter 2
Sep 18 – Sep 22	Reaction Kinetics & Thermodynamics	Chapter 2
Sep 25 – Sep 29	Water Quality & Drinking Water Treatment	Chapter 4
Oct 2 – Oct 6	Softening & Sedimentation	Chapter 4
Oct 9 – Oct 13	**EXAM 1**	
Oct 16 – Oct 20	Filtration & Ion Exchange	Chapter 4
Oct 23 – Oct 27	Wastewater Collection & Management	Chapter 6
Oct 30 – Nov 3	Biological Treatment	Chapter 6
Nov 6 – Nov 10	**EXAM 2**	
Nov 13 – Nov 17	Biological Treatment	Chapter 6
Nov 20 – Nov 24	Tertiary Treatment	Chapter 6
Nov 27 – Dec 1	Sludge Reduction	Chapter 6
Dec 4 – Dec 8	Sustainable Issues	
Dec 11 – Dec 15	Review	

IV. LAB INFORMATION

Professional conduct is required in the laboratory to avoid safety violations. **Online safety training is mandatory for all students.** Instructions for completing the online safety training are provided here. Some of the important things to remember:

> I read the books and followed the instructions.
>
> — Samwell Tarly

- No food or drink is allowed in the laboratory
- Pants, and closed toe shoes are required to enter the lab
- Missing lab without valid medical excuse will result in a zero grade
- Missing more than two labs without valid medical excuse will result in zero for the lab portion of your grade
- **All lab reports are team reports unless specified**
- Lab reports are due before each lab class
- Lab grade will be weighted based on the contribution percentage given by your team mates
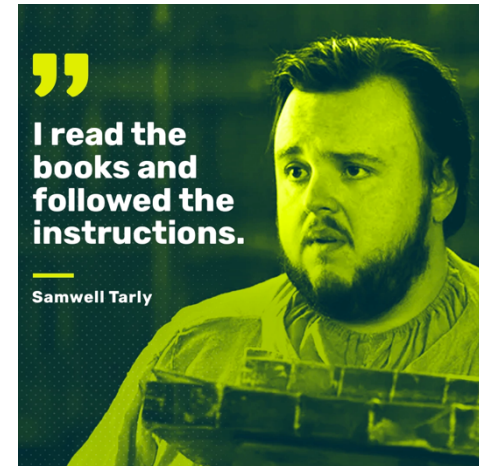
LAB REPORT

All lab reports should include some or all the sections as specified by the lab report.

1. **Letter of Transmittal** – Sample letter of transmittal can be found here.
2. **Abstract** – A brief paragraph describing the details of the experiment and the results.
3. **Introduction** – A general background should be presented here with relevant citations for statements. The objective of the report needs to be at the end of this section and it is usually one sentence describing the goal of the experiment.
4. **Materials and methods** – This section will include a list of all the materials and instruments that were used in the experiment. The method of the experiment should be presented in detail. If it is a software lab, the input parameters should be discussed in this section. Any formulae used for generating results should be presented here. All the parameters in the formulae should be explained in detail. All the equations or formulae should be numbered.
5. **Results and discussion** – This section should include the results from the experiment. The results should be discussed in detail and should refer to the relevant formulae for calculations. Figures and tables should be accompanied with results where necessary. **The Figure captions go under the figure and Table captions should go above the Table.** Uncertainty and appropriate significant figures should be used where necessary.
6. **Conclusions** – This section should briefly summarize the findings from the experiment.

V.   LAB SCHEDULE

Dates	Topic
Sep 4 – Sep 8	No Lab
Sep 11 – Sep 15	Safety Training
Sep 18 – Sep 22	Water Quality Parameters
Sep 25 – Sep 29	Solids
Oct 2 – Oct 6	Coagulation Flocculation
Oct 9 – Oct 13	Virtual Field Trip (WTP)
Oct 16 – Oct 20	Filtration
Oct 23 – Oct 27	Gas Transfer
Oct 30 – Nov 3	Chemical Oxygen Demand
Nov 6 – Nov 10	Virtual Field Trip (WWTP)
Nov 13 – Nov 17	Biological Oxygen Demand
Nov 20 – Nov 24	Bacteria Enumeration
Nov 27 – Dec 1	Nutrients
Dec 4 – Dec 8	Presentations
Dec 11 – Dec 15	EXAM WEEK

VI.   OTHER INFORMATION

PRESENTATIONS

At the end of the semester, the students will present on an environmental related topic. These presentations will be 10 minutes long with 5 minutes for presentations. Some portion of the presentation grade will come from peer-evaluations. The topics for presentation can be one of the following:

- Environmental water contamination
- Water treatment techniques
- Global environmental issues
- Climate change
- Air pollution

These presentations should pick a specific location, explain the problem in that location and discuss how they address the problems.

EDUCATIONAL VIDEO

There is a great deal of difference between the strides being made in science and its reach to the general population. A significant part of general population is unaware of developments in the scientific community and the importance of regulation. Engineers have long been liaisons between scientific community and the general population. To increase the awareness and educate the public, the students will create a video about climate change and its effects. The length of the video is limited to 5 minutes.

AGENTS OF CHANGE JOURNAL

An ecological footprint is a measure of human impact on Earth's ecosystems. It's typically measured in area of wilderness or amount of natural capital consumed each year. As civil engineers, we constantly learn how our actions affect the resources on our planet. It is important to use this knowledge to use make positive changes in our lifestyle to reduce the impact on the Earth's resources. To become an "Agent of Change", the students will create a list of five things that they plan on changing in their lifestyle based on the information learned in this class.

DESIGN PROJECT

Two design projects will be assigned during the semester. The first design project will involve the design of a water treatment plant and the second design project will involve the design of a wastewater treatment plant. The specifications for each design project will be assigned later.
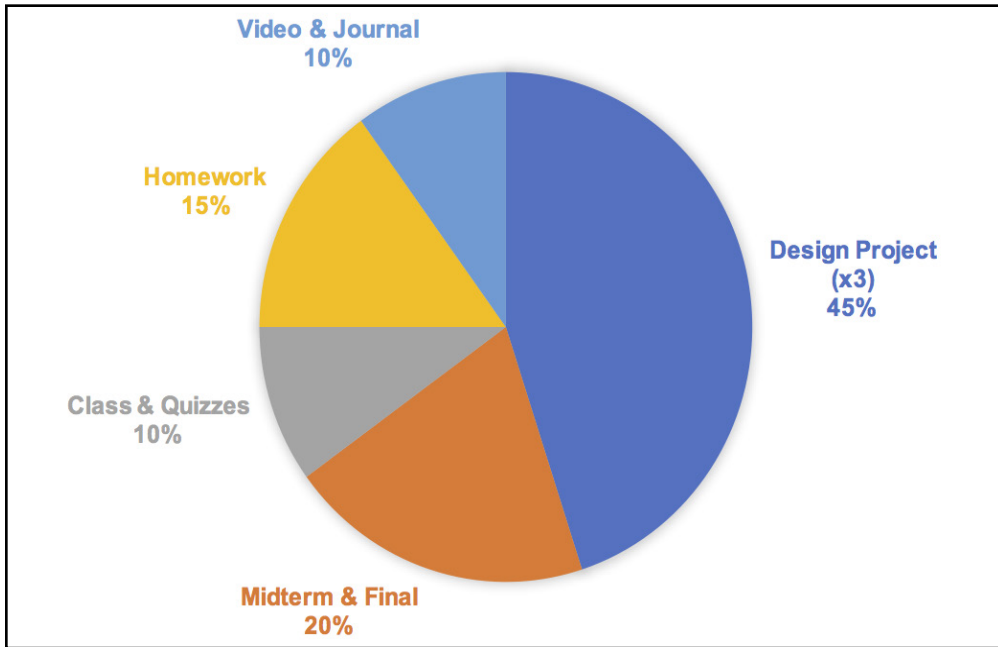
VII. RESOURCES

http://users.rowan.edu/~jagadish/teaching.html

http://slack.com
Team name: rowancee2017

www.epa.gov

Video & Journal 10%
Homework 15%
Class & Quizzes 10%
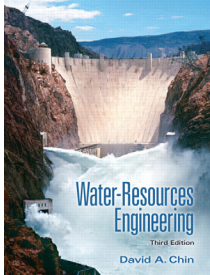**Design Project (x3) 45%**
Midterm & Final 20%

INSTRUCTOR

👤 Jagadish Torlapati, Ph.D
🧳 TBA
Ⓢ @jagadish
🌐 users.rowan.edu/~jagadish

WHEN & WHERE

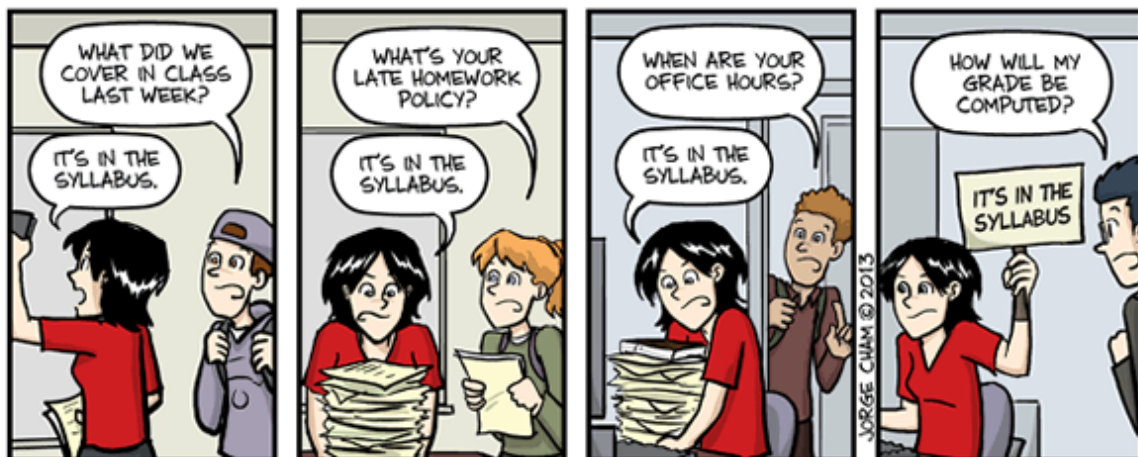Monday: 6:30 - 9:15 PM
Rowan Extension Hall 319

Water-Resources Engineering
Third Edition
David A. Chin

TEXTBOOK

Water Resources Engineering
  by David A Chin
ISBN: 0-13-283321-2 (3rd Ed)

What will you learn in this class?

- Rainfall & River Routing
- Hydraulic Structures
- Watershed Management
- Coastal Systems
- Sustainability Issues

Words of advice from previous students

"Torlapati made everything very clear with examples and did not have trick questions."
"The focus was on concepts and walking through the steps was very enjoyable. "
"By having packets with most of the notes, the class was able to focus on what the professor was saying and allowed you to add more information to your notes you may have missed"
"To me going to the class was always good and never was a hassle or felt like it was a bore to be in class"

WHAT DID WE COVER IN CLASS LAST WEEK?
IT'S IN THE SYLLABUS.

WHAT'S YOUR LATE HOMEWORK POLICY?
IT'S IN THE SYLLABUS.

WHEN ARE YOUR OFFICE HOURS?
IT'S IN THE SYLLABUS.

HOW WILL MY GRADE BE COMPUTED?
IT'S IN THE SYLLABUS

JORGE CHAM © 2013

IT'S IN THE SYLLABUS

This message brought to you by every instructor that ever lived.
WWW.PHDCOMICS.COM

ADVANCED SURFACE HYDROLOGY

SYLLABUS

Jagadish Torlapati

TABLE OF CONTENTS

I.   GENERAL INFORMATION

STATEMENT OF DIVERSITY & INCLUSION

I consider this classroom to be a place where you will be treated with respect, and I welcome individuals of all ages, backgrounds, beliefs, ethnicities, genders, gender identities, gender expressions, national origins, religious affiliations, sexual orientations, ability and other visible and nonvisible differences. All members of this class are expected to contribute to a respectful, welcoming and inclusive environment for every other member of the class. If you feel that your contribution is not being valued for any reason, please speak with me privately. If you wish to communicate anonymously you may do so in writing or speak with the Office of Social Justice, Inclusion, Conflict Resolution (socialjustice@rowan.edu, 856-256-5496, Room 118, Robinson Hall).

COMMUNICATION

Slack will be used to communicate and share materials in the class. Slack offers an app for Windows, MacOS, iOS and Andriod as well as a browser application. It is the responsibility of the student to accept the invitation and familiarize themselves with the application. Any issues with the application should be resolved within the first week of beginning of classes. **No emails will be answered after the first week**. Absolutely no excuses will be accepted for missing deadlines for not having access to the application. The team name for Slack is **rowan_enviro**

ACCOMODATION

Your academic success is important. If you have a documented disability that may have an impact upon your work in this class, please contact me. Students must provide documentation of their disability to the Academic Success Center to receive official University services and accommodations. The Academic Success Center can be reached at 856-256-4234. The Center is located on the 3rd floor of Savitz Hall. The staff is available to answer questions regarding accommodations or assist you in your pursuit of accommodations. We look forward to working with you to meet your learning goals.

ATTENDANCE POLICY

Attendance is mandatory. If you know that you will be absent from a class for a valid reason, obtain approval from instructor 24 hours before the class period. The only exception to this rule is a medical emergency. **Missing exams without valid medical excuse will result in a zero grade.**

ROWAN SUCCESS NETWORK (RSN)

The Rowan Success Network powered by Starfish® is designed to make it easier for you to connect with the resources you need to be successful at Rowan.

Throughout the term, you may receive email from the Rowan Success Network team (Starfish®) regarding your academic performance. Please pay attention to these emails and consider taking the recommended actions. Utilize the scheduling tools to make appointments at your convenience including tutoring. Additional information about RSN may be found here.

ACADEMIC INTEGRITY POLICY

Everyone in class should complete and sign the academic integrity form. This will be due at the beginning of the semester. Failing to follow guidelines will result in a zero grade in the assignment, quiz or exam at a minimum. The university's academic integrity policy can be found here.

PROFESSIONAL & ETHICAL BEHAVIOR

Professional behavior is expected of the student in and out of the class. The classroom and online platforms provided to the students are learning tools. Unprofessional behavior on these platforms will result in punitive action as deemed by the instructor.

II. COURSE GUIDELINES

DESCRIPTION

The fundamental theme of this course is the control and conveyance of water in natural and man-made environment. The course is an extension of Water Resources Engineering, with a focus on applications of hydraulic and hydrologic engineering. We apply the concepts learned in Fluid Mechanics (hydrostatics, conservation laws) and Water Resources Engineering (closed conduit and open channel flows) to develop design solutions for various scenarios encountered in professional practice. The course audience is primarily senior year engineering and graduate students with knowledge of fluid mechanics, engineering materials and water resources engineering.

INSTRUCTORS

Jagadish Torlapati, Ph.D (@jagadish)

TEXTBOOK

Water Resources Engineering
Authors: David A Chin
Publisher: Pearson

ISBN 0-13-283321-2 (Third Edition)

Textbook is recommended and not required.

OFFICE HOURS

By appointment only

LEARNING OUTCOMES

1. Describe the concepts governing hydraulic river routing
2. Apply the concepts that govern the fluid flow for the design and analysis of hydraulic structures
3. Demonstrate the use of computer software for analysis of rainfall and watershed management
4. Apply the concepts of sustainable engineering practices in the design process
5. Describe the concepts of resilience in coastal systems

FINAL GRADING BREAKDOWN

DESIGN PROJECTS (x3)	– 45%	HOMEWORK	– 15%
MIDTERM & FINAL	– 20%	CLASS & QUIZZES	– 10%
VIDEO & JOURNAL	– 10%		

GRADING SCHEME

A	≥ 93	C	73 – 77
A-	90 – 93	C-	70 – 73
B+	87 – 90	D+	67 – 70
B	83 – 87	D	63 – 67
B-	80 – 83	D-	60 – 63
C+	77 – 80	F	≤ 60

EXAM POLICIES

Quizzes will be given throughout the semester. **No makeup exams or quizzes will be given for unexcused absences.** All quizzes and exams will be open book and notes. The final exam will be a comprehensive exam.

HOMEWORK ASSIGNMENT POLICY

Homework is due at the beginning of the class on the due date specified in the class. All homework problems should be solved on engineering paper using Rowan Engineering Homework Format. An example can be found here. **Late homework submissions will not be accepted and will receive zero credit.**

III. LECTURE SCHEDULE

The following is a tentative lecture schedule subject to change

Dates	Topic	Book Chapter
Sep 4 – Sep 8	Labor Day	
Sep 11 – Sep 15	Introduction & WRE Review	
Sep 18 – Sep 22	Runoff Hydrographs	Chapter 10
Sep 25 – Sep 29	Routing Models	Chapter 10
Oct 2 – Oct 6	Routing Models	Chapter 10
Oct 9 – Oct 13	Storm water Management	Chapter 12
Oct 16 – Oct 20	Hydraulic Structures (Weirs)	Chapter 7
Oct 23 – Oct 27	**MIDTERM**	
Oct 30 – Nov 3	Gates	Chapter 7
Nov 6 – Nov 10	Weirs	Chapter 7
Nov 13 – Nov 17	Spillways	Chapter 7
Nov 20 – Nov 24	Stilling Basins	Chapter 7
Nov 27 – Dec 1	Dams & Reservoirs	Chapter 7
Dec 4 – Dec 8	Sedimentation & Coastal Systems	Chapter 7
Dec 11 – Dec 15	**FINAL**	

IV.   OTHER INFORMATION

DESIGN PROJECT

Three design projects will be assigned during the semester. Each design project is completed in teams of 2 students. The design project is due from one week it was assigned. The graduate students will complete this design project individually to obtain the graduate course credit.

EDUCATIONAL VIDEO

There is a great deal of difference between the strides being made in science and its reach to the general population. A significant part of general population is unaware of developments in the scientific community and the importance of regulation. Engineers have long been liaisons between scientific community and the general population. To increase the awareness and educate the public, the students will create a video about climate change and its effects. The length of the video is limited to 5 minutes.

AGENTS OF CHANGE JOURNAL

An ecological footprint is a measure of human impact on Earth's ecosystems. It's typically measured in area of wilderness or amount of natural capital consumed each year. As civil engineers, we constantly learn how our actions affect the resources on our planet. It is important to use this knowledge to use make positive changes in our lifestyle to reduce the impact on the Earth's resources. To become an "Agent of Change", the students will create a list of five things that they plan on changing in their lifestyle based on the information learned in this class.
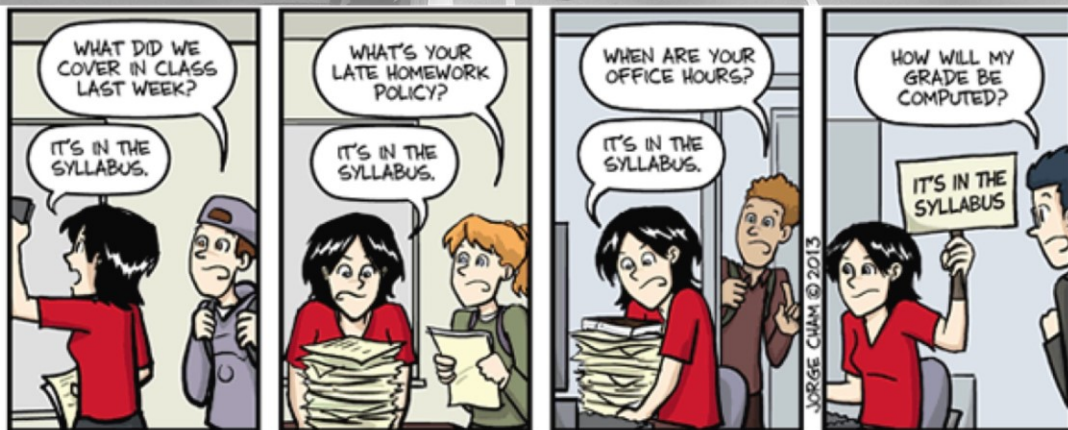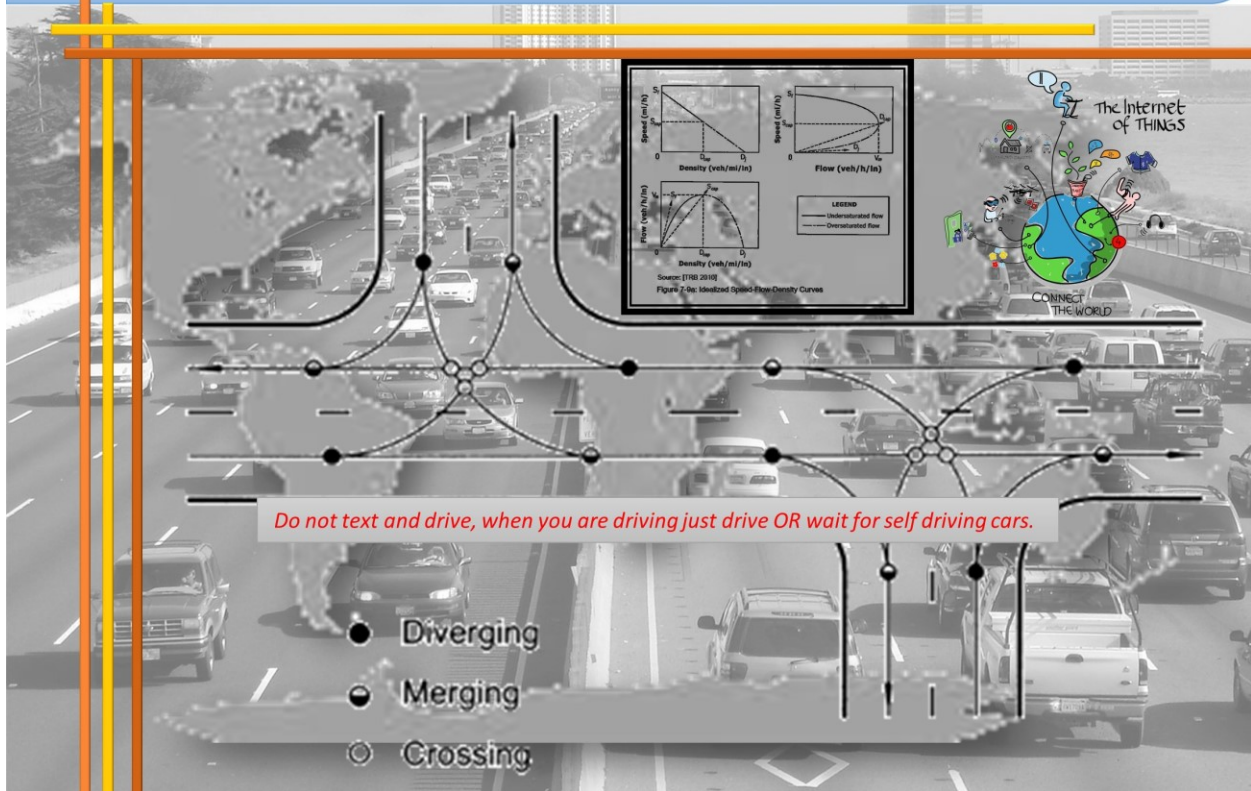
V.   RESOURCES

http://users.rowan.edu/~jagadish/teaching.html

http://slack.com
Team name: rowan_enviro
Channel: surfacehydrology

CEE 08361 Transportation Engineering

Do not text and drive, when you are driving just drive OR wait for self driving cars.

CEE 08361 Transportation Engineering

What will you learn in this class?

↓

Characteristics of Surface Transportation System

| Driver/Pedestrian | Vehicle | Roadway |

↓

Highway design

| Horizontal curve | Vertical curve |

↓

Traffic flow

| Volume | Speed | Density |

Grading

- Quiz 10%
- Real-Time Quiz 10%
- Final Exam 20%
- Homework 10%
- Mid-Term Exam 20%
- Group Project 1 15%
- Group Project 2 15%
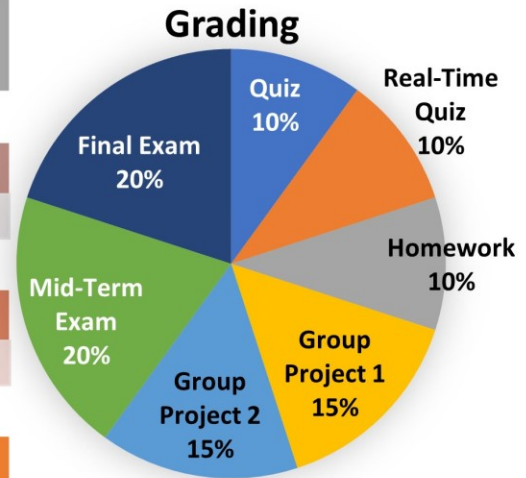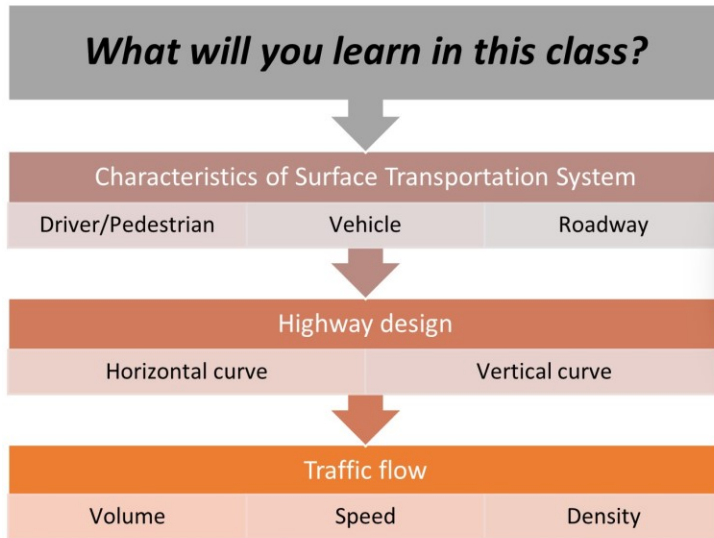
Who is teaching?

- Parth Bhavsar
- Office: 234 Rowan Hall

How to contact him?

- bhavsar@rowan.edu
- 856-256-5399
- Slack

Email: Response time 2 to 4 business days. IMPORTANT: Subject line of email **MUST** start with *"CEE08361".* For example, "CEE08361: Meeting"

Phone: If you have already scheduled the meeting and do not see me in my office, call this number. It is connected to my cell during weekday work hours

Recipe for success

Follow Policy/Procedures → Think Critically →

In Class: Be present in mind

Class Material

Have questions?, When in doubt

Find this guy

Class Notes/Book

Homework

Group Projects

Practice Problems

Ask questions. In-class or outside

Yes, I give extra credits No, I do not curve
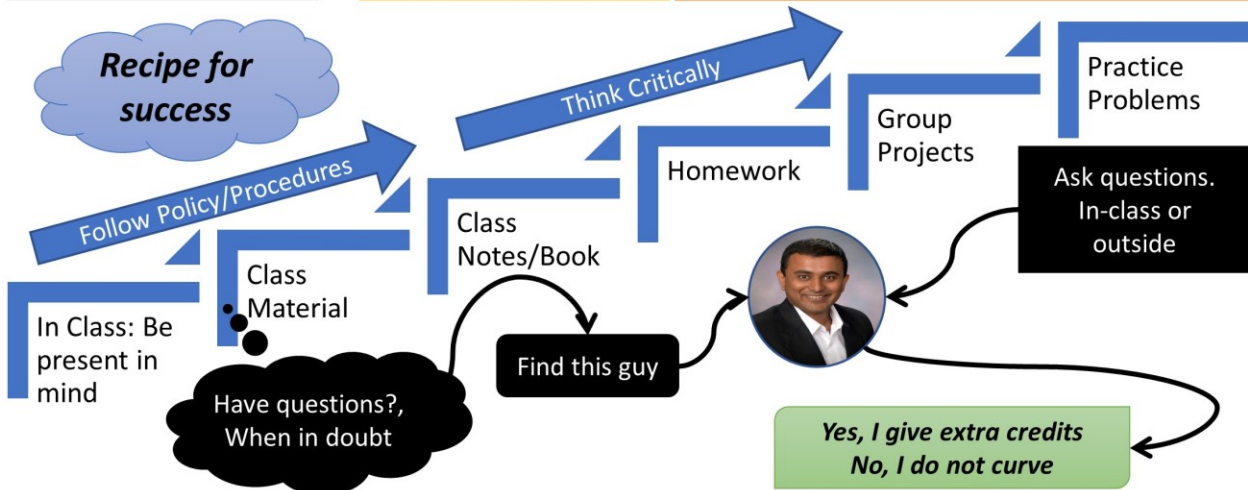
| In this classroom you will be treated with respect. | You are expected to contribute to a respectful, welcoming and inclusive environment | You are expected to maintain Rowan University Academic Integrity Standards | Your academic success is important for me. Documented disability? Talk to me. |

CEE 08361 Transportation Engineering

Instructor: Parth Bhavsar, Ph.D.
Office: 234 Rowan Hall
Communication Methods:
Email: bhavsar@rowan.edu (Response time 2 to 4 business days). IMPORTANT: Subject line of email must start with *"CEE08361"*. For example, "CEE08361: Meeting Request".
Phone (856-256-5399): If you have already scheduled the meeting and do not see me in my office, call this number. My number is connected to my cell during weekday work hours
Slack (Rowan_Transportion_Engineering): Team: rwtransportationeng; channel: spring_2018_te.

Office Hours*
Parth Bhavsar: Monday 1:00PM to 3:00PM & Friday 11:00PM to 12:00PM. OR By Appointment
*Note: I will make every effort to be in during the scheduled office hours. However, travel commitments and other university duties may require that I sometimes miss these scheduled office hours. If you are planning to make a special trip to Rowan Hall to meet with me during office hours, I recommend that you email ahead of time to make sure that I am available.

Course Description
The goal of this class is to introduce fundamental concepts of transportation engineering.
The students will be able to
- Understand Driver, pedestrian, vehicle and roadway characteristics for surface transportation system
- Apply highway geometric design methods
- Understand traffic flow characteristics and apply various traffic design and evaluation methods.

Table 1 Grading Distribution	
Quiz	10%
Real-Time Quiz	10%
Homework	10%
Group Project 1	15%
Group Project 2	15%
Mid-term exam	20%
Final Exam	20%
In-Class +1%* **Will be added to final grades at the end of the semester.* **Only for the students with all in-class submitted on time.*	

Class Schedule & Location:
Section 1 Monday 3:30 PM – 4:45 PM; Friday 12:30 PM – 01:45 PM, Rowan Hall Extension 320
Section 2 Monday 5:00 PM – 6:15 PM; Friday 09:30 AM – 10:45 AM, Rowan Hall Extension 319
Textbook
- *Required*
  - Traffic and Highway Engineering, 5th Edition, Nicholas J. Garber and Lester A Hoel
- *Recommended*
  - Traffic Engineering, Roger Roess, Elena Prassas and William McShane, 4th Edition, July 2010 , Publisher: Prentice Hall
  - Transportation Engineering: An Introduction, Khisty and Lall, 3rd Edition, Publisher: Prentice Hall

Diversity and Inclusion Statement

"Rowan's Civil and Environmental Engineering Department welcomes individuals of all races, religions, beliefs, ethnicities, genders, gender identities, gender expressions, national origins, religious affiliations, sexual orientations, ability – and other visible and nonvisible differences. We want to expand opportunities for all students and strongly believe that we will be better people and engineers when we embrace diversity."

I consider this classroom to be a place where you will be treated with respect, and I welcome individuals of all ages, backgrounds, beliefs, ethnicities, genders, gender identities, gender expressions, national origins, religious affiliations, sexual orientations, ability and other visible and nonvisible differences. All members of this class are expected to contribute to a respectful, welcoming and inclusive environment for every other member of the class. If you feel that your contribution is not being valued for any reason, please speak with me privately. ***If you wish to communicate anonymously you may do so in writing or speak with the Office of Social Justice, Inclusion, Conflict Resolution (socialjustice@rowan.edu, 856-256-5496, Room 118, Robinson Hall).***

Accommodation
Your academic success is important. If you have a documented disability that may have an impact upon your work in this class, please contact me. Students must provide documentation of their disability to the Academic Success Center in order to receive official University services and accommodations. The Academic Success Center can be reached at 856-256-4259 or successcenter@rowan.edu. The Center is located on the 3rd floor of Savitz Hall. The staff is available to answer questions regarding accommodations or assist you in your pursuit of accommodations. We look forward to working with you to meet your learning goals.

Academic Integrity
Students are expected to perform class activities in keeping with standards outlined in the Rowan University document on Academic Integrity. Appropriate action will be taken towards any student suspected of violation of the standards. *The University policy on academic integrity can be found at http://www.rowan.edu/provost/policies/documents/academic_integrity_policy_04-12.pdf.*

Policies and Procedures
1. A charged, working laptop computer with internet connectivity is required in the class.
2. For group projects, students are expected to work in a team of 2-4 students (undergraduate & graduate) and conduct themselves in manner befitting a professional engineer.
3. Clarity and neatness of work is an important aspect of professionalism in engineering. To get maximum credit, homework assignments and project reports must be neatly organized, with sections clearly labeled and calculations and assumptions shown.
4. Assignments will be collected at the beginning of the class period on the due date specified on the assignments. *Assignments will be considered late if it is not turned in at the beginning of the class. A late Assignment will be accepted and graded provided if it is submitted to the instructor within next 24 hours of the dead line. Late projects/assignments can receive no more than 85% of the maximum points of the assignments if submitted within 24 hours after the deadline. A project/assignment will not be accepted after this deadline, and the student will receive a grade of zero for the assignment. Grading distribution is provided the table 1 and grading scheme is provided in table 2.*
5. Students are expected to take the tests at the scheduled time and date. Only in exceptional circumstances, changes will be made.
6. If the instructor is late in arriving to class, students must wait a full 20 minutes after the start of class before they may leave without being counted absent, or must follow any written instructions given to them about anticipated tardiness.
7. A student will derive more benefit from this course in terms of comprehension, insight, experience and stimulation if he/she puts effort in the class. The students should attend all classes.

Grading Scheme

Letter	Grades	GPA Value	Description
A+	100+	4 points per credit hour	Exceptional Performance
A	93 – 100	4 points per credit hour	Excellent
A–	89 – 93	3.7 points per credit hour	
B+	84 – 89	3.3 points per credit hour	
B	82 – 84	3 points per credit hour	Good
B–	79 – 82	2.7 points per credit hour	
C+	74 – 79	2.3 points per credit hour	
C	72 – 74	2 points per credit hour	Fair
C–	69 – 72	1.7 points per credit hour	
D+	64 – 69	1.3 points per credit hour	
D	62 – 64	1 points per credit hour	
D–	59 – 62	0.7 points per credit hour	
F	0 – 59	0 per credit hour	Failure

INC (Incomplete), NC (No Credit), P (Pass), W (Withdraw), AU (Audit), U (Unsatisfactory) or S (Satisfactory) grades are not calculated in the GPA.

Course Outline
(Weeks and associated contents are tentative and subject to change)

Topics	*Quiz/ Real-time Quiz (RTQ)/ HW/ Projects*
Introduction and Background, Project 1	
Characteristics: Driver, pedestrian, vehicle, roadway	RTQ, HW 1, Project 1 Idea
Highway Design	Q, (Chapter 1 & 4), RTQ, HW 2 & 3
Traffic Flow Theory	Q, Chapter 6, HW 4
Shockwaves	Q (Chapter 5) , Project 1 Draft
Queuing	RTQ, HW 5 (Chapter 5) Project 1 Draft 2
Uninterrupted and Interrupted Flow Facilities	Q (Chapter 7 & 8), Project 1 Draft Video, HW 6, RTQ
Mid-term exam	
Transportation Safety	**Project 1 Video Due** , HW 7 (Chapter 11)
Energy Issues in Transportation	Q (ITS), HW 5 Due
Urban Transportation Planning/SHRP2	
Intelligent Transportation System (ITS)/SHRP2	
Review	**Project 2 Report Due**

Rowan University
Academic Integrity

This document is developed based on the academic integrity policy of Rowan University. The detailed academic integrity policy is available at Rowan University Policy website (https://confluence.rowan.edu/display/POLICY/Academic+Integrity+Policy). ***Students are expected to perform class activities in keeping with standards outlined in the Rowan University document on Academic Integrity. Appropriate action will be taken towards any student suspected of violation of the standards.***

The word "Integrity" is defined by *"adherence to moral and ethical principles; soundness of moral character; honesty." (dictionary.com)*. The Rowan University expects that every student, faculty and staff member will adhere to integrity of academic program. ***For students, this means that grades provided to every student reflects his/her own efforts and achievements.***

Rowan University has classified violation of the academic integrity policy in 4 levels, where severity of disciplinary penalties/sanctions increase from 1-4. Repetition of violations will also result in an increased level of violation. The definition of levels and appropriate actions recommended for instructors are provided in next few pages. Following are additional policies for this class.

Using solution manuals: While, solutions manuals are easily available online, it must be used as a reference to strengthen your core understanding of solving challenging problems. Solution manuals for various books are only allowed if instructor have provided specific permission. *Use of solution manual without proper permission from instructor will be considered level 3 violation.*

Unauthorized assistance: Getting help to organize your thoughts, reduce typographical and grammatical errors is NOT considered unauthorized assistance. *However, the work you submit must be your own work. Do not proclaim someone else's work as your own work. This action will be considered level 2 violation. Please note that*, the unauthorize assistance also includes getting assistance without permission from online search engines and/or other websites and/or any other unauthorize digital media and/or devices such as smart phones and calculators with internet connectivity.

Recycling: *Recycling any type of work such as assignments, papers and homework, whether it has been done by you for another class or done by other students, as your own work for this class will be considered level 3 (or 4 in some cases) violation.* In certain specific cases the instructor may allow to use part of the previous work (done by you or a group member). However, *the student must receive special permission* from the instructor before doing so.

I understand academic integrity policy established by Rowan University and I have read this document thoroughly including next three pages. I further understand that if any of my work found in violation of this policy, my instructor will follow the procedures established by Rowan University and the Department of Civil and Environmental Engineering.

Name: _____ Date: _____

The Rowan University Academic Integrity Flow Chart for Instructors is attached.

Rowan University Academic Integrity Flow Chart for Instructors

1. When you suspect a violation of the Academic Integrity policy, complete as much as possible of the Report of an Academic Integrity Violation (RAIV).

2. Attempt to meet with the student to inform him/her of the alleged violation and obtain the student's signature acknowledging he/she has been informed of the allegation. (See RAIV for alternatives when face-to-face meetings are not possible.) By signing, the student is not admitting to the violation, only that he/she understands the process. If the student does not understand the process, he/she does not have to sign the RAIV. Provide the student with a copy of the RAIV, whether he/she signs it or not.

3. Taking into consideration circumstances, context, and intent—and employing the chart below—use your best judgment to determine where a violation fits. There is overlap among the categories.

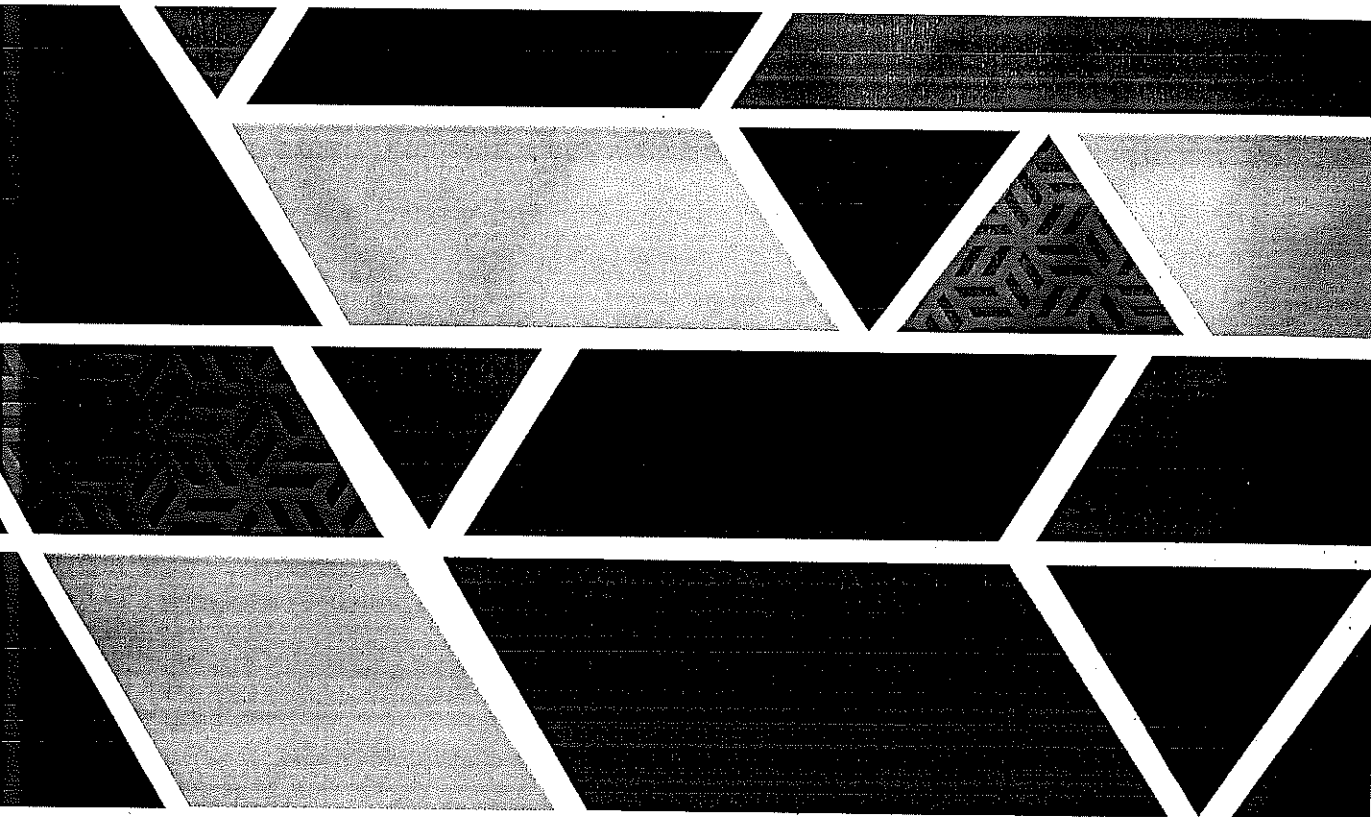|	Level 1	Level 2	Level 3	Level 4
Characteristics	Usually involves a minor portion of the coursework. May occur because of ignorance or inexperience on the part of the student.	Affects a more significant portion of the course.	Even more serious in nature and involves dishonesty on a more significant portion of course work, such as a major paper, hourly or final examination.	Most serious breaches of academic integrity. They also include violations committed while already on or after returning from Academic Integrity Probation.
Examples	Improper footnoting or unauthorized assistance with academic work on the part of a first-year Rowan University student.	Quoting directly or paraphrasing without proper acknowledgement or failing to acknowledge all sources of information and contributors who helped with an assignment.	Copying from or giving assistance to others on an hourly or final examination, plagiarizing major portions of an assignment, using forbidden material on an hourly or final examination, presenting the work of another as one's own, or altering a graded examination for the purposes of re-grading.	Forgery of grade change forms; theft of examinations; having a substitute take an examination; any degree of falsification or plagiarism relating to a senior or graduate thesis; using a purchased term paper; sabotaging another's work; the violation of the clinical code of a profession.
Recommended Sanctions	• Failing grade for assignment* • Make-up assignment at a more difficult level • Required attendance at academic honesty workshop • Assignment on awareness of academic honesty	• Failing grade for the course* • Academic Integrity Probation • Required attendance at academic honesty workshop • Lesser sanctions as appropriate	• *Suspension from the University for one or more semesters with a disciplinary suspension notation on student's transcript* • *Academic Integrity Probation* • *Required attendance at academic honesty workshop* • *Lesser sanctions as appropriate*	• *Expulsion from the University with a permanent dismissal notation on student's transcript* • *Lesser sanctions as appropriate*

Sanctions shown in italics are determined by the Academic Integrity Review Board, but are provided here for your information. You do not need to recommend sanctions for Level 3 and 4 violations. An asterisk denotes the maximum penalty that may be applied. At all levels, additional and/or lesser sanctions may be applied at the discretion of the instructor or the Academic Integrity Review Board.

4. Complete and submit the RAIV and documentation of the violation to the Office of the Provost. The table below identifies jurisdictions for each violation level.

Levels 1 and 2	Levels 3 and 4
Instructor evaluates the violation and determines sanction. Academic Integrity Review Board reviews sanction.	**Academic Integrity Review Board** evaluates the violation and determines sanction.

Syllabus Review

CENTER *for* URBAN
EDUCATION

USCRossier

School of Education

ACKNOWLEDGEMENTS

HOW TO CITE

Center for Urban Education. (2018). *Equity-minded inquiry series: Syllabus Review.* Los Angeles, CA: Rossier School of Education, University of Southern California.

ADDITIONAL TOOLS

For additional inquiry tools, please visit us at http://cue.usc.edu.

INTRODUCTION: ON COURSE SYLLABI AND SYLLABUS REVIEW

Syllabus review is an inquiry tool for promoting racial/ethnic equity and equity-minded practice. To achieve this goal, the syllabus review process promotes faculty inquiry into teaching approaches and practices, especially how they affect African American, Latinx, Native American, Pacific Islander, and other racially/ ethnically minoritized students; facilitates a self-assessment of these teaching approaches and practices from a racial/ethnic equity lens; and allows faculty to consider changes that result in more equitable teaching approaches and practice.

WHY FOCUS ON SYLLABI?

Syllabi are a key feature of every academic course, documents that serve multiple purposes. Often, syllabi are seen as **contracts** between students and the instructor and as **records** of what courses cover and how student outcomes and performance are evaluated for accountability purposes (Parkes & Harris, 2002). Syllabi, however, are also **learning tools** that can help students develop effective learning practices and strategies, as well as **communication devices** that share how teaching will be approached (Grunnert, 1997; Parkes & Harris, 2002). While syllabi are not documents of what actually happens in the classroom, they serve varied purposes, making them rich sources of information about teaching as a practice.

ALEGRA EROY-REVELES, ASSISTANT PROFESSOR OF CHEMISTRY AT SAN FRANCISCO STATE UNIVERSITY, ON THE IMPORTANCE OF THE SYLLABUS FOR STUDENT LEARNING AND SUCCESS

(*Science*, October 18, 2017)

"Building a supportive learning culture takes many forms. Sometimes it means encouraging other professors to emulate what their colleagues are already doing to engage and nurture students. At a recent orientation for new faculty members, Eroy-Reveles read aloud from a syllabus in which math professor Federico Ardila promises students will be 'challenged and supported' as they 'build [a] rich experience together.' He asks them to 'take an active, critical, patient, and generous role in your own learning and that of your classmates.' Some of the new faculty members were stunned. 'They were like, 'Oh my God, you can write that in your syllabus?'' Eroy-Reveles says. 'We're telling everyone it's OK to come from behind that screen to say, 'I'm a person and I want this to be joyful and meaningful.'"

WHY INQUIRE INTO SYLLABI?

Teaching is a core practice of college faulty, yet inquiry and self-reflection are rarely routine and often occur in an unstructured manner. Syllabus review is an opportunity for structured inquiry and reflection, providing a safe space to assess aspects of teaching as reflected in syllabi, for example, course goals, class norms and rules, expectations for and evaluations of student learning, and forms of assistance and support.

As artifacts of practice that capture how faculty see the course, what they assume students should be able to accomplish, and what they will do to advance student learning, inquiry into syllabi has the potential to reveal the assumptions, attitudes, values, and beliefs that shape teaching. Also, examining the content and language of a syllabus can help make explicit **who** it is written for (e.g., students, faculty, institution) and **who** it serves.

WHAT DO SYLLABI HAVE TO DO WITH RACIAL EQUITY?

With few exceptions (historically black colleges and universities being the most notable), higher education institutions were founded and designed to serve white students, particularly those who are male, middle- to upper-class, heterosexual, able-bodied, and Christian. Despite the increasing diversity of the American college student population, many of higher education's policies and practices have not been reconfigured to equitably support, affirm, and validate students from racially minoritized groups.

As artifacts of practice, syllabi can reinforce and reproduce the norms and rules that generally align with the experience of white students, or syllabi can counter those norms and rules. For racially minoritized students who have experienced exclusion, marginalization, discrimination, and oppression in education and elsewhere, syllabi can be tools for **equity-minded practice**. Faculty can use syllabi to **demystify** the implicit norms and ambiguous processes that characterize college such as how to be a "successful" student. Syllabi can **welcome** them into a classroom where they will be cared for and **validate** their pursuit of a college degree and ability to be successful. They can send the message that while students need to work hard in college, faculty are there to support and work in **partnership** with them. Finally, syllabi can affirm the belonging of racially minoritized students in higher education by **representing** their experiences

4

in course materials and **deconstructing** the presentation of white students and white experiences as the norm.

Demystifying, welcoming, validating, creating partnerships, representing, and deconstructing are equity-minded practices that are associated with three perspectives of equity discussed in Alicia Dowd's and Estela Bensimon's *Engaging the 'race' question: Accountability and equity in US higher education*. Each speaks to an aspect of equity that faculty and other practitioners must adopt if they are to serve students from racially minoritized groups in equity-minded ways. Below is a brief description of the equity perspectives and the equity-minded practice(s) described above with which they are associated.

EQUITY PERSPECTIVE	DEFINITION	EQUITY-MINDED PRACTICE
Fairness	Every student has equal right to opportunity and resources that will advance their learning and achievement.	Demystifying
Care	Every student has the right to self-respect in educational settings, to feel cared for by college practitioners, to have their experiences (personal, cultural, and otherwise) affirmed, and to be acknowledged as producers of knowledge.	Welcoming Creating a Partnership Validating
Transformation	Racially minoritized students have the right to learn in educational spaces where their voices are heard and valued, where inequities they experience are being actively eliminated, and where their agency to change the conditions that contribute to the inequalities that affect them and their communities is cultivated.	Representing Deconstructing

WHAT IS EQUITY-MINDEDNESS?

The term "equity-mindedness" has so far been referenced without precise definition. According to Estela Bensimon (2012; Dowd & Bensimon, 2015), achieving racial equity requires that practitioners develop competence in equity-mindedness, which is characterized as being:

- Critically race conscious;
- Aware that practitioner beliefs, assumptions, knowledge, and approaches are racialized and can have racial consequences, typically to the disadvantage of racially minoritized students;
- Aware that norms, policies, practices that are taken-for-granted in higher education can perpetuate racial hierarchies and inequalities, even in the absence of explicit racism;
- Willing to reflect on racialized outcomes and exercise agency to produce racial equity.

In practice, equity-minded competence manifests in the following ways:

EQUITY-MINDED COMPETENCE	LACK OF EQUITY-MINDED COMPETENCE
Aware of their racial identity	Claims to not see race
Uses quantitative and qualitative data to identify racialized patterns of practice and outcomes	Does not see value in using data disaggregated by race/ethnicity to better understand the experience of racially minoritized students
Reflects on racial consequences of taken-for-granted practices	Resists noticing racialized consequences or rationalizes them as being something else
Exercises agency to produce racial equity	Does not view racial equity as a personal responsibility
Views the campus as a racialized space and actively self-monitors interactions with racially minoritized students	Views the classroom as a utilitarian physical space

IS SYLLABUS REVIEW JUST ABOUT IMPROVING SYLLABI?

The short and the long answer to this question is "no." While the course syllabus is the focus of inquiry and self-reflection here, and while the expectation is that you will identify ways to modify and improve their syllabi in equity-minded ways, the broader hope is that you will take this opportunity to think more about their teaching practices in general.

In some respects, the idea behind conducting structured inquiry into an artifact of practice that captures teaching beliefs, values, and approaches is that this inquiry will indeed lead to critical reflection on those beliefs, values, and approaches. **As much as syllabus review is about creating more equity-minded syllabi, it is also about critically and systematically reflecting on your teaching, as well as learning how to make inquiry a key, routine aspect of your practice.** Syllabi Review is part of a larger suite of inquiry tools includes reviewing course completion data, reflecting on institutional documents, and conducting observations of the classroom and other campus spaces.

Continuous inquiry and self-reflection are necessary for developing equity-minded competency because so many aspects of how higher education institutions have been designed and are currently practiced need to be re-thought and re-engineered so that they in fact serve the students who make up an ever-increasing share of the student population and who for the most part come from racially minoritized groups. Regular inquiry and self-reflection allow faculty to better understand which of their classroom practices support student success, particularly for racially minoritized students, and which policies and practices could be re-developed to better them.

GUIDE CONTENTS

The Syllabus Review Guide offers the conceptual knowledge and practical know-how to conduct equity-minded self-reflection on an essential document in academic life: the syllabus. Throughout the Guide are examples that illustrate the ideas motivating syllabus review, as well opportunities to practice inquiry and to reflect on how to change your syllabi—and your teaching more generally—to be more equity-minded.

EQUITY-MINDED SYLLABI PRACTICES

WELCOMING students and creating a classroom culture in which they feel cared for

Communicate care and support

- Use language and tone that makes students feel cared for and valued
- Convey sensitivity to students' entering skill level, notes that aspects of the course can be challenging, and suggests that it is acceptable and beneficial for students to seek help, whether or not they are struggling.
- Convey a willingness to work individually with students who need extra help.

Establish respect and inclusion as class norms

- Set ground rules for respectful class discussion
- Include a class anti-discrimination policy
- Communicate commitment to talking through racist and discriminatory comments or behavior that arise in class or on campus

DEMYSTIFYING college policies and practices

Provide students with the information needed to successfully complete the course

- Include basic information about the course (e.g., course description, objectives, instructor contact information and office hours, grading scheme)
- Includes information on how and where additional support can be obtained, from the instructor and campus support centers

Present syllabus in a way that first-time college students can easily make sense of its content

- Written clearly, in plain language, with limited academic jargon
- Formatted and ordered in a way that highlights what students need to know to maximize their learning and success

CREATING A PARTNERSHIP in which faculty and students work together to ensure success

Communicate a commitment to working with students for their success

- State what you expect of students as learners, and what students can expect from you as an instructor
- Articulate willingness to receive feedback from students about your teaching practices
- Articulate willingness to use a variety of teaching approaches to foster learning

Communicate respect for students as learners

- Articulate respect for students as autonomous, critical, and reflective learners
- State how class and course objectives will help students succeed in future academic work, and advance career and life goals

EQUITY-MINDED SYLLABI PRACTICES

VALIDATING students' ability to be successful
Communicate belief that all students are expected to succeed
- Articulate that students—regardless of their stated intentions—are capable of obtaining their educational goals.
- Offer different types of assignments and forms of assessment that give students multiple ways to demonstrate their learning and strengths

REPRESENTING a range of racial/ethnic experiences and backgrounds in assignments, readings, and other materials
Communicates the value of students' racial/ethnic backgrounds as sources of learning and knowledge
- Includes readings, activities, and assignments that are culturally relevant and inclusive
- Includes assignments that ask students to draw on their experiential knowledge and/or knowledge from their communities
- Includes assignments that ask students to investigate real-world problems affecting the communities from which they come

DECONSTRUCTING and countering the presentation of 'whiteness' as the norm
Promotes awareness and critical examination of students' assumptions, beliefs, and privilege
- Includes readings, activities, and assignments that ask students to critically examine their assumptions about different racial/ethnic groups, and the privileges or disadvantages they accrue by virtue of their race/ethnicity

Promote awareness and critical examination of dominant norms and broader social inequalities
- Includes readings, activities, and assignments that ask students to examine the history and contemporary experiences of people and communities that face discrimination, racism, and marginalization
- Includes readings, activities, and assignments that ask students to question dominant, racialized norms, as well as inequalities in major social institutions (e.g., education, health, law)
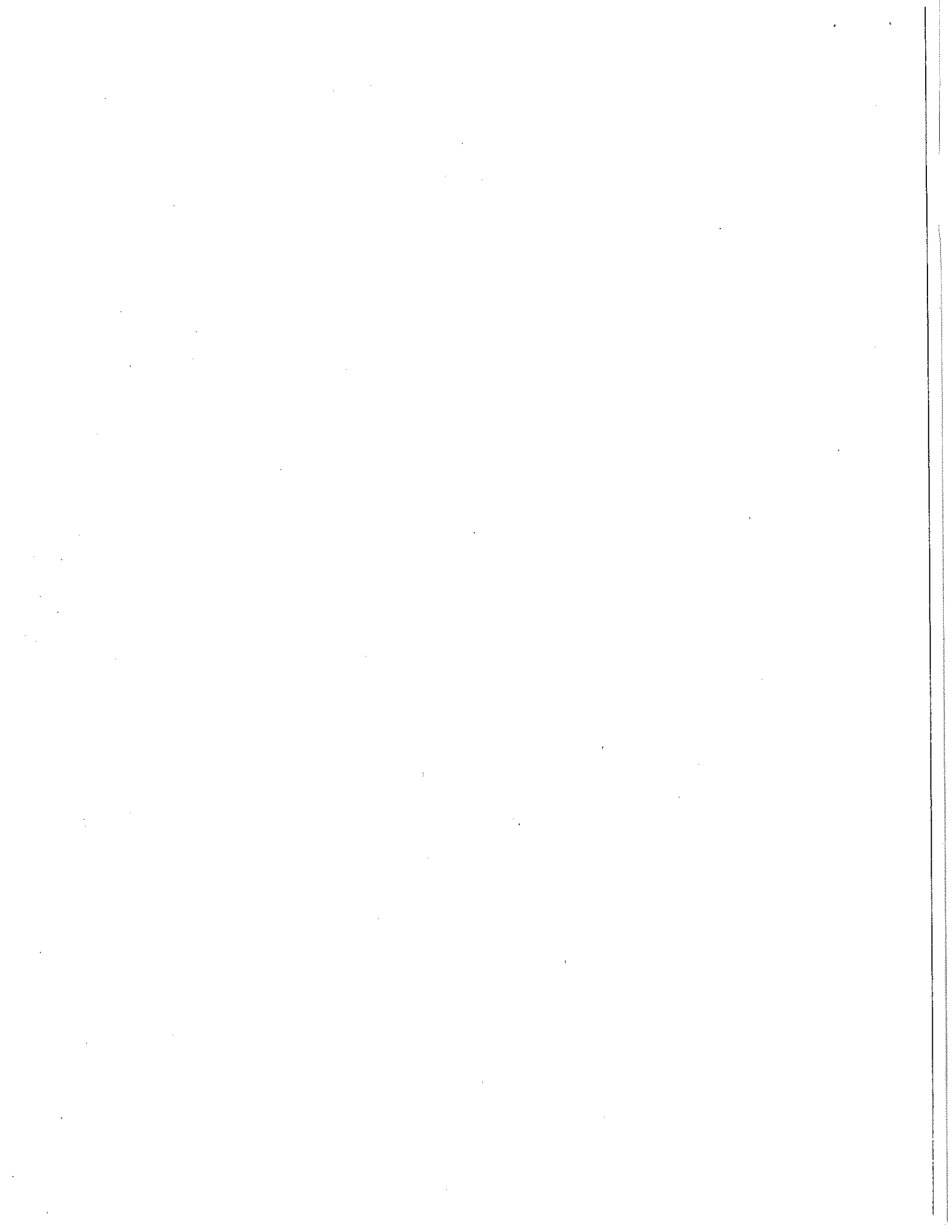
EXAMPLE: EQUITY-MINDED PRACTICES IN A SYLLABUS

Fall 2017

College Reading and Composition 1

English 101
Sec. 27280

Unit(s): 3 Lecture 3 Hours
Transferability: (UC:CSU)

"Dominator culture has tried to keep us all afraid, to make us choose safety instead of risk, sameness instead of diversity. Moving through that fear, finding out what connects us, revelling in our differences; this is the process that brings us closer, that gives us a world of shared values, of meaningful community."
Bell Hooks

Prof. Jennifer Ortiz
Contact Information:
Email: ortizji@lattc.edu
213-763-5585 TE 5th Floor English Dept.

Table of Contents Organized by page numbers

Meets Monday/Wednesday
3:00-4:50 and 3hrs Online
TE 208

Welcome to LATTC's English Department:

I am looking forward to working with each of you this semester. I've taught this course several times and I am always impressed by the quality work my students produce. I am confident that you will also create a strong collection of writings at the end of the semester. Remember, writing is a process and it takes work but being registered for this class is a good step towards becoming a better writer.

Mindset: research shows that students with a growth mindset are more likely to reach their academic goals. We will read more about this for our first essay of the semester, but essentially a person with a growth mindset believes they can learn (even when it's difficult) and that the key to learning is putting in effort. I will do my best to encourage a growth mindset in our class, and I hope you will do the same.

Student Hours:
Monday 9-10:10
Tuesday 8:30-10:10
Wednesday 9-10:10
Thursday 8:30-10:10 or by appointment

DECONSTRUCTING
This quote from bell hooks points to the existence and problems of dominant norms.

WELCOMING
This statement warmly brings students into the class.

VALIDATING
This statement also affirms students' ability to becoming strong writers.

CREATING A PARTNERSHIP
The statement on mindset notes the instructor's commitment to foster students' learning.

THE FULL SYLLABUS IS INCLUDED IN THE APPENDIX.

THE CHECKLIST APPROACH

1. **Deconstruct**

   Ask the following inquiry questions to see which forms of equity
   (fairness, care, transformation) are present (conversely, which are
   absent) and how equity-minded practices (welcoming, creating a
   partnership, representing, deconstructing, demystifying, validating)
   are expressed in your syllabus, if at all. The questions are organized by
   equity perspective and equity-minded practice. They ask whether a
   particular piece of information or message is **already incorporated** (to
   determine presence or absence) and whether it is **important** to you as a
   course instructor (to determine its value to your practice). As you work
   through the questions, feel free to jot down observations, ideas, and
   ah-ha's as they occur to you.

EQUITY AS FAIRNESS

Demystifying	Already incorporated?	Important?
Does your syllabus provide students with information they need to successfully complete the course?		
- What is the course about? (course description)	☐	☐
- What is the aim of the course? (goals and objectives)	☐	☐
- How students can get in touch with you? (contact information, office hours)	☐	☐
- How will the course be taught? (e.g., lecture, group work, student-led discussion)	☐	☐
- When will students be learning specific course topics? (e.g., calendar, timeline)	☐	☐
- What will students be doing? (e.g., assignments, exams)	☐	☐
- How will students' learning be assessed? (grading)	☐	☐
- How can students obtain additional support? (e.g., tutoring, office hours)	☐	☐
- What policies are students are obliged to adhere to? (e.g., policies on grading, accommodations)	☐	☐
- Does it include information on how students can seek help from you, in and out of class?	☐	☐
- Does it include information on how students can seek help from their peers, in and out of class?	☐	☐
- Does it include information on what academic support services are available on campus, and how students can access them?	☐	☐

EQUITY AS FAIRNESS

Demystifying	Already incorporated?	Important?
Is the information presented in such a way that a first-time college student can easily make sense of the syllabus?		
- Is the syllabus written clearly, in plain language, with academic jargon kept to a minimum and used only when absolutely necessary?	☐	☐
- Is the information presented in an order and formatted in a way that emphasizes what students need to know in order to maximize their learning and increase the likelihood that they will succeed in the course?	☐	☐
- Are policies of high consequence (e.g., grading, how to make up missed work) written in a transparent and clear manner?	☐	☐

EQUITY AS CARE

Welcoming	Already incorporated?	Important?
Does your syllabus communicate a willingness to create a classroom where students are cared for and valued as learners?		
- Does it convey sensitivity to students' entering skill level, note that aspects of the course can be challenging, and suggest that it is acceptable and beneficial for students to seek help whether or not they are struggling?	☐	☐
- Does it convey your willingness to work individually with students who need extra help?	☐	☐
- Does it limit the use of language that "scolds" students for potential behavioral infractions? (e.g., "Do not use mobile phones in class. Failure to comply will result in loss of class participation points.")	☐	☐
- Does it set ground rules for discussion to ensure respect in the classroom?	☐	☐
- Does it include an anti-discrimination policy?	☐	☐
- Does it suggest that if racist and discriminatory comments and behavior emerge during class or on campus, that you will facilitate a discussion where students can talk through the issue?	☐	☐

EQUITY AS CARE

Creating a Partnership	Already incorporated?	Important?
Does your syllabus communicate a desire for all students to succeed at a high level and outline how you will work with students for their success?		
- Does it include a statement on what you expect of students as learners and what students can expect of you as an instructor?	☐	☐
- Does it include a statement outlining what you will do to ensure that all students are equal members in the learning community and your commitments to creating an inclusive classroom environment?	☐	☐
- Does it communicate that while your intent as an instructor is to help foster students' success, you need students to help identify the blind spots of your teaching practices?	☐	☐
- Does it convey your willingness to receive feedback from students during the course (e.g., by asking students to complete an anonymous survey mid-way through the term) and to either implement the suggested changes, or provide a compelling reason to students why such a change is not feasible at the moment?	☐	☐
- Does it convey a willingness to use a wide variety of instructional strategies to promote active learning? (e.g., collaborative work, student-led discussion, learning-by-doing activities)	☐	☐
- Does it convey a willingness to use teaching approaches to accommodate diverse learning preferences and language proficiencies?	☐	☐

Creating a Partnership	Already incorporated?	Important?
- Does it convey a willingness to elicit participation in a variety of ways, diminishing the prospect that a small number of student voices will dominate the class?	☐	☐
- Does it communicate respect for students as autonomous, critical, and reflective thinkers?	☐	☐
- Does it state how the instructor and course will help students further develop their capacities as autonomous, critical, and reflective thinkers?	☐	☐
- Does it suggest that students will have the opportunity to decide what they wish to read, study, and/or research?	☐	☐
- Does it communicate the expectation that students play an active role in their success (e.g., they are expected to actively participate and lead in-class discussions and activities), and that they will be supported by a community of peers and faculty?	☐	☐
- Does it suggest that students bear responsibility for the success for the class and the creation of a learning community through active and respectful engagement with their peers and the instructor?	☐	☐
- Does it state how class and course objectives will help students succeed in future courses?	☐	☐
- Does it suggest that instructors are willing to help students connect class and course objectives with their career goals?	☐	☐
- Does it suggest that instructors are willing to help students connect class and course objectives with their life goals?	☐	☐

EQUITY AS CARE

Validating	Already incorporated?	Important?
Does your syllabus communicate your belief that all students are expected to succeed?		
- Does it communicate the belief that all students—regardless of their stated intentions—are capable of obtaining their educational goals?	☐	☐
- Does it describe different types of assignments and forms of assessment that give students multiple ways to demonstrate their learning and their strengths?	☐	☐

EQUITY AS TRANSFORMATION

Representing	Already incorporated?	Important?
Does your syllabus communicate the value of students' racial/ethnic backgrounds as sources of learning and knowledge?		
- Does it acknowledge that students' learning benefits from deep and rich engagement of the students' racial/ethnic backgrounds and experiences?	☐	☐
- Does it include a statement that recognizes the value of the racial/ethnic backgrounds and experiences that all students bring into the learning environment?	☐	☐
- Does it include readings, activities, and assignments that are culturally relevant and inclusive (e.g., those that incorporate issues of race/ethnicity, as well as gender, language, sexuality, and disability to show diversity of perspectives and lived experiences)?	☐	☐
- Does it include multiple assignments or discussion topics that allow students to share and draw on their experiential knowledge and/or the knowledge of their communities?	☐	☐
- Does it include multiple topics and assignments on the real-world problems and issues facing the communities or cultural groups from which students come?	☐	☐

EQUITY AS TRANSFORMATION

Deconstructing	Already incorporated?	Important?
Does your syllabus actively promote awareness and critical examination of students' assumptions, beliefs, and privilege?		
- Does it include readings and assignments that compel students and the instructor to critically examine their assumptions about different racial/ethnic groups?	☐	☐
- Does it include readings and assignments that compel students and the instructor to critically examine the privileges they accrue by virtue of their race/ethnicity (and gender, socioeconomic status, ability status, etc.)?	☐	☐

EQUITY AS TRANSFORMATION

Deconstructing	Already incorporated?	Important?
Does your syllabus actively promote awareness and critical examination of dominant norms and broader social inequalities?		
- Does it include readings, activities, and assignments, as well as opportunities to engage in respectful class discussions, of the history and contemporary experiences of people and communities that face discrimination, racism, and marginalization?	☐	☐
- Does it include readings, activities, and assignments, as well as opportunities to engage in respectful class discussions, that question dominant norms in major social institutions (e.g., what constitutes "success" in higher education) and assumptions made about people of color and others from marginalized communities?	☐	☐
- Does it include readings, activities, and assignments, as well as opportunities to engage in respectful class discussions, on persistent issues of racial inequality in education, law, health, and other areas?	☐	☐
- Does it include readings, activities, and assignments, as well as opportunities to engage in respectful class discussions, on the racialized (and gendered and classed) nature of social institutions?	☐	☐
- Does it suggest that instructors are willing to help students see how class and course objectives will prepare them to contribute to their communities?	☐	☐
- Does it convey the expectation (e.g., through a course goal or objective) that students learn in order to make change in, or for, their communities?	☐	☐

2. **Reflect**

   Now that you've completed the inquiry into your syllabus, ask yourself the following questions:

   - Which of the equity **perspectives** are generally present? Which are generally absent?

     Present:

     Absent:

   - Which of the equity-minded **practices** are generally present? Which are generally absent?

     Present:

     Absent

   - Imagine you're a student reading the syllabus on the first day of class.
     o Do you feel that the instructor is willing to provide opportunities and resources for you to do well in the course, and to gain the knowledge and skills you need to succeed in subsequent courses? Why or why not?

- o Do you feel that the instructor assumes that you want to learn and cares for your development as scholars and human beings? Why or why not?

- Imagine you are a student from a racially minoritized group reading your syllabus on the first day of class. Do you feel the instructor and the course speak to your experiences? Why or why not?

- What did you learn from completing this protocol?

- General reflections

PROTOCOL: WHAT WILL I DO NOW?

Having completed several rounds of equity-minded inquiry into your syllabus, what's next? Inquiry is critical for learning and better understanding how policies, practices, and even artifacts of practice can perpetuate racial inequity. In other words, inquiry offers a way into defining the problem and investigating conditions under which that problem exists. From here, what next steps should be taken? This protocol provides a series of questions that can help structure your planning for equity-minded change.

1. Based on the inquiry your did around who your syllabus serves and how your syllabus demonstrates equity-minded practice, what changes—if any—do you intend to make to your syllabus? To your teaching practice more generally? How will those changes advance racial equity in particular?

2. Is Syllabus Review an inquiry activity that you can imagine colleagues in your academic department and/or campus doing?

   a. If Yes, what specific steps will you need to take to hold a professional development workshop on Syllabus Review?
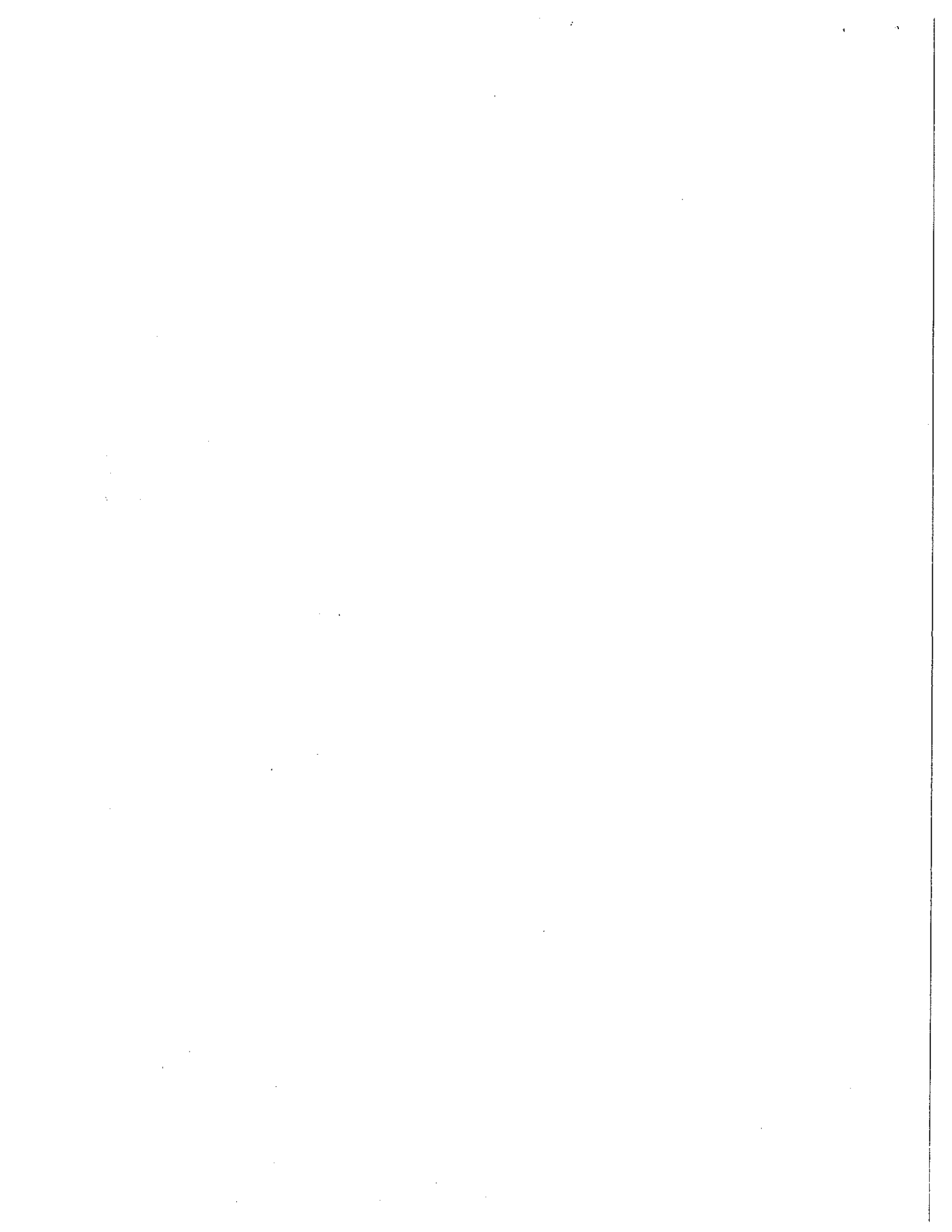
EXAMPLES OF WELCOMING AND UNWELCOMING SYLLABUS LANGUAGE

Amidst the discussions about syllabi that are welcoming or effective and unwelcoming and less effective, we thought it would be useful to include examples of both types to serve as a guide during the process of redesigning course syllabi.

	Welcoming	Unwelcoming
Office Hours	Office Hours: 233 Jones Hall MWF 10:00-10:50 AM; TR 9:30-10:30 AM jsmith@hotmail.com I welcome you to contact me outside of class and student hours. You may email me, call my office, or contact the department and leave a message.	Office Hours: 233 Jones Hall MWF 10:00-10:50 AM; TR 9:30-10:30 AM jsmith@hotmail.com If you need to contact me outside of office hours, you may email me, call my office, or contact the department and leave a message.
Course Goals	Some of the specific skills I hope you will obtain in this course are listed below. Being a critical consumer of information about mental processes and behavior is important; all of these activities will help you become one, and it is my hope that you will use the skills in your daily life.	Some of the specific skills you should obtain in this course are listed below. Because you are not yet a critical consumer of information about mental processes and behavior, all of these activities will help you become one, and if you are motivated enough, use the skills in your daily life.
Attendance	You should attend every class but extenuating circumstances arise that can make this difficult. If you cannot attend a class, please let me know. If circumstances make you miss more than 3 classes during the semester, you may be overextended. I ask that you come see me to discuss your options.	I expect you to attend every class. If you cannot attend a class, please let me know. If circumstances make you miss more than 3 classes during the semester, I will drop you from the class roster in accordance with the college's attendance policy.
Class Participation	All of us in the class, you, me, your peers, have a responsibility to create an environment in which we can all learn from each other. I expect everyone to participate in class so that we can all benefit from the insights and experiences that each person brings.	Come prepared to actively participate in this course. This is the best way to engage you in learning the material (and it makes the lectures more interesting).
Adapted from Harnish et al. (2011)		