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Teaching for Inclusion & Equity Foundational Badge Artifact

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Inclusivity syllabus statement:

Diversity, Equity, Inclusion, & Belonging

Each of the students enrolled in this class brings unique insight, perspective, background, experiences, knowledge, skills, and value. Everyone belongs in this space. Our diversity may be reflected by differences in race, culture, age, religion, sexual orientation, socioeconomic background and myriad other social identities and life experiences. We will aim to understand each student's unique contributions, challenges, and the like, and work to create a culture that helps everyone feels welcome and valued. We hope students will feel comfortable in sharing concerns, complaints, fears, and questions as it relates to inclusion and belonging and the topics in the class so we can do more to reach your needs and support your learning journey, your growing professional identity, and your sense of belonging in this class and our profession more broadly.

When working together in seminar, we expect everyone to work to develop a learning community that is inclusive and respectful. To that end, we will share class norms when we meet (and we ask you to share ideas for such norms in the pre-class survey). We respect expressions of different ideas, opinions, and beliefs. Both speaking up and listening are valuable tools for furthering thoughtful, enlightening dialogue. Respecting one another's individual differences is critical in transforming a collection of diverse individuals into an inclusive, collaborative and excellent learning community. For example, if a classmate (or the instructor/speaker) mispronounces your name, if you are comfortable, please let them know so they can correct it. Students are expected to respectfully refer to each other and professors/guests with correctly pronounced names and pronouns during class discussions.

Pandemic and Health Matters

We recognize that the pandemic is still occurring, Covid-19 variants continue to develop, and other airborne, respiratory viruses, such as the flu and RSV, are causing a great deal of hardship around the nation and the world. You may have additional family obligations that require you to provide care for those around you. Please contact us if something arises. Please visit this site for DU's COVID protocols: <https://www.du.edu/public-health/public-health-du/winter-2023-updates>. We cannot ignore the changed world in which we find ourselves, one in which Covid-19 places immunocompromised and other medically vulnerable people in particular danger. (Indeed, ongoing research into the significant impact of even so-called "mild" covid infections on the human body demonstrates that avoiding infection or re-infection benefits us all.) The students in our courses are required to attend class, and each one of you has a right to an accessible classroom in which you are safe, included, and respected. Further, professors who seek to create equitable and inclusive classrooms must act in accordance with those values. While DU does not allow us to require or even request that students mask in class, we as



teachers will be doing so in this course. We also note and ask others to consider that universal masking (with well-fitting, N95 and KN95 masks) makes an important difference in avoiding both short and long-term illness caused by airborne viruses, and thus creates a safer and more inclusive space for all in attendance.

Pronouns and Preferred Names

Preferred names and pronouns may change during the semester, so feel free at any point to let us know if you would like to be addressed differently than what you indicated in the pre class survey. As a community, we will strive to address each other with the names and pronouns identified in Canvas. If we make mistakes or are corrected, we will briefly apologize and correct ourselves.

Religious Accommodations

As part of its commitment to diversity and inclusive excellence, the University provides reasonable accommodations for students' sincerely held religious beliefs or practices unless the University determines that such an accommodation would fundamentally alter the curriculum or academic program. Students are expected to examine the course syllabus for potential conflicts with religious beliefs or practices. For full details, including the request process, visit the Religious and Spiritual Life web page. [Requests for absences from an internship or externship, field placement, or other practical learning experience outside the classroom will be assessed on an individual, case-by-case basis in consultation with the University placement supervisor and the field placement supervisor.]

Communication

I want to support you and your goals. Please don't hesitate to reach out at any point if you want to connect about class matters or anything else. I truly enjoy working with students and want your experience at Denver to be authentic and positive. I also understand issues arise; please just communicate with me in advance when you can. With that said, I recommend you make copies of submissions as sometimes technology isn't great!

Students with Disabilities

The University of Denver is committed to equitable access and inclusion of those with disabilities. If you have a disability (physical, medical, mental, emotional, learning) protected under the Americans with Disabilities Act (ADA) and Section 504 of the Rehabilitation Act and need to request accommodations, please visit the Disability Services Program website at www.du.edu/disability/dsp. Please Note: students with disabilities must complete all class requirements. If you encounter any challenges as it relates to disability for completing your field observation (or any other matter), please contact Dean Boynton or DSP. You are also welcome to contact Professors Webb and/or Freeman directly to discuss. (Accommodations for credit-bearing externships/ practicums/clinics are permitted but there may be limited adjustments available, as indicated in the DSP student handbook.) Students with disabilities who need to record classroom lectures or discussions must contact the Disability Services Program to register, request, and be approved for an accommodation. All students are advised that students may tape classroom activities for this purpose. Such recordings are to be used solely for individual or group study with other students enrolled in the class this semester. They may not be reproduced, shared in any way (including electronically or posting in any web environment) with those not in the class in this semester.