Teaching for Inclusion & Equity Foundational Badge Artifact
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Inclusive Teaching Approaches Assignment

Describe specific actions that you plan to take to allow students to:

a. express their needs regarding access to course materials
- The course has small assignments completed for participation credit each class. It includes an open-ended question "Is there anything you are still confused about or would like to discuss next class?" After about 2.5 weeks I ask a broader question about ways that I could improve their experience in the course.
- I have an Introductory Course Survey with the questions (see Appendix) to capture previous knowledge, pronouns, and excitement/concerns/comments about the course.
- I added information about Kurzeil 3000 to the syllabus.

b. flexible deadlines due to family, health or work struggles
- I have opportunities for 1 "Oops Tickets" for each major assignment and 2 for the daily minor assignments that can be turned in late up to 1.5 weeks without any explanation.
- I tell them they can have one excused personal day.
- Assignments that are due at 11:59a are not counted late as long as they are turned in before 8a the following day for "morning people" rather than "night owls"
- I accept late work with a penalty of 12 percentage points a day (.5% per hour) unless they have requested an Oops ticket.

c. request support due to lack of prior knowledge.
- I am going to be conscious about not saying "what they should already know."
- And instead, if I mention a concept like this, I will tell them to reach out to me during the break or by email if they need some resource or clarifications around a "pre-requisite" topic.
- I will be conscious about talking about "Productive Failure" and "Learning Through Making Mistakes" and emphasizing that mistakes are "learning opportunities" as we move through difficult material in the course.
- My office hours by Zoom can be scheduled directly on my calendar by students even on Sat morning/Sun afternoons rather than just 2 time blocks a week.
- I continue to record lectures through Zoom so that students can review the material. This is especially useful with my class due to the large amount of terminology and also the use of software.
- I removed previous language that was less flexible stating that there was no
- Extra Credit or opportunities to raise your grade and "The syllabus reflects a fair and accurate assessment of your skills in the class."
- I added small 3-6 point "bonus" questions to the daily mostly participation assignments to allow for some "beefing up" of their daily classwork assignments.
- I updated my "Communication" paragraph to try to sound more understanding if people get behind or just want help and now call it "Getting Help".

Write one paragraph for your syllabus that addresses your approach to inclusivity in the classroom.

I include both the DU **Inclusive Learning Environments Statement** that was developed by the faculty senate and the **Students with Disabilities** Statements. I also include a section on **Getting Help, Classroom Attendance, Kurzweil 3000,** and **Individual Work** as shown in the **Appendix.**

Introductory Survey Questions:

1. What degree are you pursuing?
2. What is your experience using R?
3. What is your coding experience?
4. What coding languages have you studied and what major concepts were covered?
5. Please share your name or nickname that you prefer. You can offer a phonetic spelling if you would like to guide me in pronouncing your names. Here's a guide:
    https://www.cmu.edu/hub/registrar/docs/phonetic-spelling- instructions.pdf.
    *   For example:
        *   Kellie Keeling: KEL-ee (rhymes with jelly) KEE-ling
        *   Andrea Smith: AHN-dree-ah SMEYETH
6. If you would like to share your pronouns, please enter them below. My pronouns are she/her/hers.
7. Answer one or more of these questions:
    *   Why are you getting this degree?
    *   What value do you find in getting a graduate degree rather than learning on your own online or other methods?
    *   What are you most interested in learning in this course?
8. Do you have any comments you would like me to know? This could include anything such as excitement or concerns about the course, strategies that professors have used in the past that have helped you learn, health concerns for you or a family member, disability accommodations, work or school trips planned, etc.?

Sections on Syllabus
Getting Help: If you are having difficulty with the course material, please contact me at your earliest convenience – particularly if you feel you are getting behind - That's OK! It happens! Don't delay because you feel embarrassed. I get behind and overwhelmed myself! My calendar is tied to my Bookings page and I have availability on most Saturday mornings and Sunday afternoons. If you are having an emergency situation, please let me know so we can plan accordingly. If you contact me with questions, I plan on responding within 36 hours.

Classroom Attendance: Please plan to join us in person in for class unless you have an excused absence (illness, travel for work/class/capstone). I will excuse 1 day during the quarter for personal travel. I will plan to record the class on Zoom if you miss for an excused absence.

Kurzweil 3000 - https://otl.du.edu/knowledgebase/introduction-to-kurzweil-3000/ Note if you would like to have software "read" the textbook (or other web pages or PDFs) to you, you have access as a student to Kurzweil 3000.

Individual Work: For individual work, you may discuss homework so long as each person is using their own technology to solve problems and turning in their individual work. Looking over someone's shoulder or watching as they do work, no matter how much you feel like you are participating, is not working together. Turning in individual work done by someone else is academic dishonesty and can result in penalties ranging from **zero** points on the assignment to an "F" in the class and dismissal from the class.