



Teaching for Inclusion & Equity Foundational Badge Artifact

Carrie Olson

Morgridge College of Education

Inclusive Teaching Syllabus Statement

As your professor, I view myself as a partner in your success and want to ensure that I can assist you in any way I can. I know that I may not be able to identify with everyone's lived experience in this classroom and I am committed to learning from you and growing as a professor. I value building a strong relationship with my students.

This course is intended for all students at the University of Denver, including those with mental, physical, or cognitive disabilities, illness, injuries, impairments, family situation, or any other condition that tends to negatively affect one's equal access to education—regardless of the visibility of the condition and the degree to which you mask or compensate for it. This also includes a request for support due to lack of prior knowledge of the course material.

To get us started on our journey together for this course, we will introduce ourselves in a discussion post. I will also ask you to fill out a brief survey and will contact each of you to set up a quick 5 – 7-minute Zoom meeting (or in person on campus if you prefer). During this time, I would love to hear from you about why you're taking this class, what you hope to get out of it, and anything else you wish to share. You are welcome to discuss your needs regarding access to course materials, flexible deadlines due to family, health or work struggles, or request support due to lack of prior knowledge during this conversation. I know situations and circumstances change so if, at any point in the term, you find yourself not able to fully access the space, content, and experience of this course, you are welcome (and not required) to contact me by email, phone, or during office hours to discuss your specific needs. I am here in partnership with you to make sure you are successful!

At the end of each class this quarter, I will provide an exit ticket where you can share some thoughts on the content of the class, the pacing, grows, and glows. This feedback will be a place for you to share privately with me how the class is going. I will compile the responses to share at the beginning of the next class (anonymously) so that you can hear from your classmates as well. I base my teaching practices on Freire's (1968) concept of dialogue between students and teacher as we learn from each other.

Here are some ways I demonstrate this in class:

Ensure students can express their needs regarding access to course materials

- In addition to interviewing each student at the beginning of the quarter, I use exit tickets as a way for students to communicate with me:

At the end of each class, I will end class 10 minutes early to give you time to complete an exit ticket for which you will receive 1 point. Each class session has an objective and an essential question. The purpose of the exit tickets will be for you to reflect on your learning from the class and share your wonderings, questions, connections, etc. In addition, I will provide a place for you to give me feedback on the class structure and pacing



and anything else! You can ask questions or share anything you'd like me to know here. I will share an anonymous summary of these responses at the beginning of the next class and share with you how I will adapt to the class given the feedback I receive from you. You may always mark your answer "Private" and that will signal to me that you wish for your feedback to be kept between you and me.

- Outline how I will give feedback and why to ensure that students view assignments to demonstrate growth:

I will provide detailed feedback within 10 days (about 1 and a half weeks) of the due date. Each assignment has a rubric that I will use to determine the grade and I will provide commentary in the body of your paper or assignment. Please make sure you read through this and ask questions about anything that is unclear. At times, I will provide video or audio feedback. I enjoy asking probing questions to deepen your understanding or to think about something in a new way. You don't have to respond unless you'd like me to or if I ask for an answer. As standard for MCE, you may resubmit any assignment for up to ½ the points you missed if you'd like. I am always happy to meet via Zoom as well to discuss.

Ensure flexible deadlines due to family, health or work struggles

- Include statements in my syllabi that signal to students that I will work with them if they encounter challenges:

If you cannot do the readings for the week due to unforeseen circumstances, just let me know at the beginning of class and we can help you get caught up. While the Morgridge College of Education asks that you attend every class in person in the 10-week quarter, I recognize that situations will arise where you cannot come to class in person. You may attend via the Zoom link as you wish. In addition, your health – both mental and physical – is important to me and circumstances may arise when you need to miss class. (I add protocols for doing so). If you miss 2 or more classes, please contact me to schedule a meeting to make sure we both understand your situation and how I can help you succeed.

- Include a statement about late work as well to acknowledge that some students may need more time:

I will accept late work if you let me know before the due date that your work will be late. Ten weeks goes by very quickly, so I encourage you to keep up with the due dates. When turning in late work, please email me and let me know it has been uploaded so I know. Please keep in touch with me if you find you are getting behind in your work so that we can create a plan

Ensure students receive support due to lack of prior knowledge:

- Include in the introductory survey to class questions about their knowledge and interest such as
 - Why did you decide to take this course?
 - Have you taken courses on this topic before? If so, what were the topics covered?
 - What are you hoping to learn about in this class?
- Indicate terms, concepts, and ideas that students need to understand before they work on each assignment and places to go for more information
- Offer to stay after class or meet with students before class (both online and in person) to discuss any areas that they might be struggling with. I will continue to do this as it was really helpful.
- Meet with each student before class to talk about their situation.
- Encourage all students to use the Writing Center - *"Graduate level writing and APA can be overwhelming. I want to encourage all of you, no matter what your level or program, to make an appointment with the Writing Center"* I provide information and links to meet with them.