

# INCLUSIVE EXCELLENCE AND OUR TEACHING

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## Checklist of Inclusive Excellence (IE) in Syllabi

Does your syllabus:

**O Show intent to create a promising learning environment by:**

- Using a tone that is positive, respectful, inviting and directly addresses students as competent and engaged learners?
- Describing class meetings? For example, what types of activities should students be prepared to engage in: dialogue, lecture, teamwork, presentations, etc.?
- Providing multiple opportunities (throughout the quarter, not just at the end) for students to give feedback on the course and assess your teaching?
- Focusing more on possibilities, not on punishments?
  - For example, the syllabus can de-emphasize policies by positioning them in the latter part of the syllabus.
- Communicating that the instructor cares about students? Does the syllabus communicate that the instructor believes each student can succeed?
  - For example, the syllabus can offer strategies for how to meet and exceed expectations through review sessions, appropriate office hours, additional background materials, etc.

**O Include statements related to** (*see handout for examples*):

- Establishing inclusive learning environments
- Your philosophy of teaching
- Accommodations for students with disabilities/medical issues, religious holidays, student athletes, etc.
- Elective gender pronouns

**O Address Universal Design for Learning by:**

- Using screen-reading (i.e., assistive technology) software?
- Offering variety of ways to contact the professor?
- Listing required and recommended texts and (a) state where they can be purchased, and (b) offer opportunities to order electronic equivalents early to ensure timely conversion to an alternative format?
- Describing multiple ways to submit course assignments?
- Containing general information about student-oriented campus resources and additional resources that may be specific to the course? For example:
  - writing centers
  - tutoring centers
  - computer centers
  - library hours
  - lab hours



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- O **State student learning outcomes by:**
  - \_\_ Making explicit what skills and knowledge students should have by the time they complete the course?
  - \_\_ Including learning outcomes that explicitly address skills and knowledge related to inclusivity?
  
- O **Explain how student learning will be assessed by:**
  - \_\_ Making explicit what skills and knowledge you are assessing?
  - \_\_ Using diverse range of assessment methods?
  
- O **Honor diversity by:**
  - \_\_ Reflecting diverse backgrounds in your readings and in other course content materials, and/or allowing student choice in finding diverse sources of content?
  - \_\_ Depicting a diversity of people in leadership positions and other desirable roles?
  
- O **Articulate the course schedule by:**
  - \_\_ Listing topics/readings in chronological order with assignment due dates?
  - \_\_ Taking into account religious holidays when scheduling major exams or deadlines? And explaining policies for students to make up assignments that are missed?

## References

- EnACT-PTD: Ensuring Access through Collaboration & Technology ~ Partnerships, Technology, & Dissemination. (n.d.). *Universal design for learning: A rubric for evaluating your course syllabus*. [www.udluniverse.com](http://www.udluniverse.com)
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