

# Inclusive Syllabus

Template with Instructions

## Instructions for faculty

Content that is part of the inclusive syllabus that will go to students will be in **black font**.

Material that is meant to be descriptive, guiding, or supportive for faculty and will **not** remain in the syllabus will be in **blue font** or *italics*.

# Positionality Statement

*The positionality statement should be on the cover page, or landing page, for each course.*

## Land Acknowledgement

As we gather, we honor and acknowledge that the University of Colorado's four campuses are on the traditional territories and ancestral homelands of the Cheyenne, Arapaho, Ute, Apache, Comanche, Kiowa, Lakota, Pueblo, and Shoshone Nations...The University of Colorado pledges to provide educational opportunities for Native students, faculty and staff and advance our mission to understand the history and contemporary lives of Native peoples.

The full CU systemwide lands recognition statement can be found here:

<https://president.cu.edu/statements/cu-systemwide-lands-recognition-statement>

**Note:** An acknowledgement that we reside on the homelands of Indigenous peoples, and benefit from the labor or enslaved peoples, specifically Africans, and their ascendants, is an important step toward recognizing the history and the original stewards and workers of these lands. The intent of a land and labor acknowledgment is to extend beyond spoken or written words. It must be implemented thoughtfully and meaningfully and be reinforced by direct support and consideration of Indigenous peoples and those whose ancestors were enslaved. We encourage familiarity and readiness to speak or refer to program and campus work to repair these historical, and ongoing, harms (e.g., research to address structural racism, hiring locally, scholarships focus on support for students from these communities, etc.)

## Labor Acknowledgement

As we gather, it is important to acknowledge that much of what has been built in this country, including culture, economic structures, and physical structures has been made possible by the labor of enslaved Africans, including their ascendants and descendants, who suffered the horror of the transatlantic trafficking, chattel slavery, and Jim Crow. We acknowledge we are indebted to their labor and their sacrifice and that we are still experiencing the reverberations of this violence today through continued acts of violence, systemic racism, and sanctioned exploitation. We also acknowledge other acts of enslavement specific to Colorado inclusive of enslavement of Mexican persons in the San Luis Valley, enslavement of Mexican and Asian railroad workers, and the internment of Japanese persons during World War II.

**Note:** Faculty may wish to include a personal positionality statement here.

# Syllabus

As a part of the Diversity, Equity, Inclusion and Community Engagement strategic initiatives, we are creating an inclusive syllabus template to meet the needs of both learners and faculty. Our goal is to create a welcoming, inclusive, and supportive environment that promotes learner success.

The goals of the course syllabus are several-fold, and primarily include:

- To provide learners with course goals, expectations, required components, and grading system
- To welcome learners to the class, set the tone, and serve as a planning tool

|                     |   |
|---------------------|---|
| Course Title:       | Provide the course title  |
| Course Number:      | Provide the course number   |
| Course Information: | Include course credits, timing (semester), etc.   |
| Course Faculty:     | Provide names, pronouns, and contact information for each course faculty<br>First Last faculty #1 (pronouns)<br>Office location<br>Email<br>Phone number  |
| Course Dates:       | Provide general course dates, including term, year, and course duration; if this is for a particular class (e.g., first year), include that information here.   |
| Withdrawal Date:    | If applicable, post the date by which a student may withdraw from the course without penalty.   |
| Format:             | Identify whether this course will be in-person, remote, online, or hybrid. Include course meeting link/URL, if applicable.<br><br><b>Definitions—</b><br><b>In-person:</b><br>A course that is entirely in-person in a classroom and/or laboratory setting.<br><br><b>Remote Teaching:</b><br>Offering a fully in-person course through a digital environment while maintaining the approach to teaching and design initially |

established for the course. Remote teaching is about making the smallest amount of change to both course materials and the student experience to make it quickly viable in a digital environment.

**Example:** moving an in-person class to zoom using the same or a similar schedule and format, such as lecture.

**Online Teaching:**

Courses developed intentionally for digital learning environments. Online courses are offered primarily through asynchronous approaches, with occasional—often optional—synchronous (live) sessions available. Online teaching happens in courses that have been designed through online learning theories, pedagogies, and practices unique to online environments.

**Example:** a course designed, developed, and delivered exclusively through Canvas, with all course materials developed in advance.

**Hybrid:**

A course that is a combination of in-person and remote teaching. When using a hybrid model, clearly specify which sessions are in-person and which ones are remote

Office Hours:

Provide hours and/or instructions for office hours availability

123 Building Name

MTW 8:00-9:00 AM; Thursday 1:00-2:00 PM

First.Last@campus.edu

Please feel free to contact me outside of class and student hours. Call my office, email me or contact our administration and leave a message.

Course Overview

Welcome and Overview

The welcome statement encourages and motivates learners. It also provides an overview of the course content and approach.

*Example language:*

*Welcome to Health Policy 101. This course is designed to apply our critical analysis skills to health policy. We will review and evaluate various frameworks, theories, and methodologies that may be used in health policy analysis. Learners may select from these models to analyze current policy. Through small group discussion, we will collectively analyze the strengths and gaps of each methodology.*

**Notes about language:** Studies have shown that language that encourages the growth mindset, empowers learners (“learners may” rather than “learners will”), and fosters collaboration (“we/us” rather than “you”) are more effective. Language should focus on active learner engagement, recognizing that each learner brings knowledge and lived experience to the course work. (Taylor SD, et al. The Social Justice Syllabus Design Tool: A first step in doing social justice pedagogy. 2019. 5(2):132-166)

Course Objectives

List course and learning objectives, using appropriate taxonomy.

**Note:** While there are various resources for writing appropriate learning objectives, [Fink’s Taxonomy](#) is recommended as its structure is less hierarchical, and thus, results in learning objectives that are less oppressive in nature, are more accessible to a diverse student population, and enhances student’s potential for success

Resources to develop your learning objectives include:

- <https://resources.depaul.edu/teaching-commons/teaching-guides/course-design/Pages/teaching-learning-frameworks.aspx>
- <https://cft.vanderbilt.edu/guides-sub-pages/blooms-taxonomy/>

Course Outline

This section provides a session-by-session outline of the course. The goal is to provide clear expectations for pre-readings, course structure, and assignments. You may also refer students to your learning management system for details.

*For example:*

| Session date/time         | Session topic with brief description  | Pre-readings and/or Assignments with due dates/times  |
|---------------------------|---|---|
| 2/1/2021<br>1:00-2:00 PM  | Introduction and Course overview  | Please complete pre-course Quiz on Canvas by 1 PM on 2/1/2021<br>Assignment notice: Select a specific health policy bill to discuss, due 2/28/2021 at 1:00 PM |
| 2/14/2021<br>1:00-2:00 PM | <ul style="list-style-type: none"> <li>• Frameworks and theories We will be discussing three different theories that may be used to analyze health policy</li> </ul>    | Pre-reading for 2/14/2021:<br>Article #1, Article #2, Article #3  |
| 2/28/2021<br>1:00-2:00 PM | Analyze your health policy <ul style="list-style-type: none"> <li>• You may select one of the three theoretical frameworks to analyze the health policy bill</li> </ul> | Assignment due: Select a specific health policy bill to discuss   |

|  |  |  |
|--|--|--|
|  | <p>and then discuss this in small groups</p> <p><b>Note:</b> it is important to offer choice, whenever possible, to assignments. Finding ways for students to express and tap in to lived experience is in alignment with cultural responsiveness and having a critically conscious classroom.</p> |  |
|--|--|--|

### Course Technology (if applicable)

This will include a description of the learning management system that will be used for the course and any other. The utilization of technology tools is intended to support student learning, increase access to learning resources, and foster success.

### Course Communication

Include a brief description of how information will be communicated to learners during the course (e.g., email, learning management system) as well as how students should communicate with course directors. Bilateral communication that is consistent and ongoing is essential and intended to set students up for success. This may include expected timeliness of response.

### Required and Optional Readings

Reading and course materials should include diverse resources, authors, and perspectives, whenever possible. This may include multiple dimensions of diversity (e.g., race, ethnicity, gender identity, sexual orientation, ability, religion/spirituality, perspectives, political views, etc.).

*Resources:*

Auraria Library offers free consultation to [Diversify your Syllabi](#)

Strauss Health Sciences Library: [Suggested Resources](#)

## Evaluation and Assessment

### Evaluation Methods

Clearly describe how students will be evaluated for the course. This includes assignments, participation, quizzes, labs, exams, etc. We encourage including smaller assignments that allow for learning, growth, and formative assessment. If attendance is part of the evaluation and grading process, it should be clearly stated what constitutes attendance (e.g., virtual participation during a live session, watching a recorded class session, completion of alternative assignment in lieu of missed session, asynchronous discussion postings, etc.)

**Suggested verbiage for attendance and participation:** We know that student success is intimately connected to collaboration between instructor and student where we all learn from each other through our lived experiences. Participation in each class is crucial so that we can all grow together as we bring our insights, lived expertise, and perspectives. As much as possible, please inform me in advance if you are not able to attend a particular session. If circumstances make you miss more than X sessions, please come see me so we can explore options to facilitate your success in this course. (Adapted from Roberts M. [The syllabus: A tool that shapes students' academic experiences](#))

## Grading

Clearly describe how grades will be assigned, including the weighting of any assignments, quizzes, exams, etc. For example:

*Grading frameworks are intended to allow students to track their progress in meeting the goals they have set for themselves and to be an ongoing support to student success.*

| Item                     | Contribution to Grade |
|--------------------------|-----------------------|
| Exam 1                   | 30%                   |
| Assignment 1             | 10%                   |
| Assignment 2             | 10%                   |
| Attendance/Participation | 10%                   |
| Exam 2                   | 40%                   |

For courses using grades, publish a clear grading scale. *For example:*

| Letter Grade | Points | Percent          |
|--------------|--------|------------------|
| <b>A</b>     |        | <b>94 – 100%</b> |
| <b>A-</b>    |        | <b>90 – 93%</b>  |
| <b>B+</b>    |        | <b>87 – 89%</b>  |
| <b>B</b>     |        | <b>84 – 86%</b>  |
| <b>B-</b>    |        | <b>80 – 83%</b>  |
| <b>C+</b>    |        | <b>77 – 79%</b>  |
| <b>C</b>     |        | <b>74 – 76%</b>  |
| <b>C-</b>    |        | <b>70 – 73%</b>  |
| <b>D+</b>    |        | <b>67 – 69%</b>  |
| <b>D</b>     |        | <b>64 – 66%</b>  |
| <b>D-</b>    |        | <b>60 – 63%</b>  |
| <b>F</b>     |        | <b>0 – 59%</b>   |

For pass-fail, the criteria must be clearly outlined.

**Note:** To clearly communicate expectations, detailed rubrics should be provided to learners for each assignment in advance. Rubrics should include detailed descriptions of how to meet each assessment category and point awards and whether the assignment is individual versus group work.

The grading section should also include information on make-up assignments, late assignments, process for rescheduling exams, extra credit, etc. If there is a detailed grading policy, provide a link to the policies here. Example: “*We follow College/School Name Here policies on grading: LINK*”

*Example:*

*We follow College/School Name Here policies on grading, make-up assignments, late assignments, process for rescheduling exams, extra credit, and attendance: LINK  
If you require any accommodations (link to policy here) to optimize engagement in this course, please contact me in advance.*

#### Exam Expectations and Reminders

Explain the date(s) and format of any exams or tests in the course, including time frame for taking exams (including make-up exams), challenging questions, and resources allowed.

*(If you use remote proctoring for exams)* This course will use a remote proctoring solution designed to secure exam settings and protect the integrity of this course’s exams. Course faculty in collaboration with the Student Academic Committee will make a judgment as to any potential academic integrity violation. Remote proctoring software is chosen for this course to make education more equal, by giving each student an opportunity to earn the grades they deserve. The US Federal Government also requires that all schools have a process in place for verifying student identity to protect against Federal Student Aid (FSA) fraud. Our remote proctoring software never requires personally identifiable information from students and the software company will never sell your data to third parties. Our remote proctoring software only runs as an extension in your browser, which means that the software works within a sandbox and has limited access to your computer system unlike traditionally installed software applications that have complete access to your computer’s hard drive, or other resources. Remote proctoring software only runs while students are taking the exam. After the exam ends, students may disable the extension by turning off the extension. Students must remember to turn on the extension again before starting their next exam.

Students can read more about *{Insert name of software}* approach to privacy *{Link to external site}*.

**Note:** This language was adapted from [Proctorio](#) (a remote proctoring solution).



## Other Course Statements

### Course agreements and expectations

This should be a positively worded statement on expectations of classroom civility, behaviors, dress code, and honor code. We encourage faculty to set course agreements with the learners at the beginning of the course.

Suggested verbiage:

*Example 1:*

***Our Inclusive Learning Environment:*** *Ensuring that all students can contribute, learn, grow, and succeed in this course is my highest priority. As future colleagues, we will each commit to showing respect to individuals, to working together to create a learning environment that fosters a sense of belonging and inclusion to all members, and to understanding that our differences are strengths. I commit to offering learning materials and activities that express and are respectful of diversity, and in which all students can see themselves in our field. Your suggestions are encouraged and appreciated.*

*Our class is an inclusive space in which we will explore all kinds of perspectives. Our class is a community of belonging that helps us structure mutually meaningful conversations, while ensuring everyone feels included and honored as colleagues. Disagreement should be thoughtful and respectful, and criticism of another's view should be coupled with evident and empathetic care for the person who holds it. Please think of all our various learning environments, whether on campus, online (e.g., Zoom, discussion boards, etc.), or even on social media, as our classroom and community, and consider your actions and words appropriately.*

*We will follow our College's/School's professional standards, dress code, and honor code: [LINK](#)*

*Example 2:*

*We hope to create a space that is safer (with intentionality toward the diversity, equity, and accessibility of this space and a commitment to interrupt and discuss dialogue that appears to have an intent to harm); however, we recognize in the pursuit of welcoming everyone's perspective and encourage growth we cannot assure the space will feel safe for all. We use brave, as a recognition that vulnerably sharing yourself, to speak in the space, and to hear other perspectives is a brave act. While a safe space may attempt to reduce harm, a brave space encourages mutual learning and accountability with a recognition that as individuals grapple with these concepts harmful statements may be made.*

*A tool to assist everyone in being brave and addressing harm is to outline how you can communicate harm and the process of how we as a group will address this. The following is an example of this language. Anyone may ask for a pause at any time if they have been harmed or are concerns that harm has been caused by something someone said or did. When this happens, we will take a moment to name the concern, check-in with those involved, and address and offer information and background on the harm and check-in with anyone who has been harmed for*

*their needs. Our hope is to briefly address the concern, check-in for what those harmed need (to step out, an apology, for this not to be said again, a quick break to recover) so we may continue with the planned content for the day with everyone in a place that feels best to continue. If we need to have further conversations or interventions, we will follow-up after the session.*

#### Diversity Statement

Insert your school/program Diversity, Equity, and Inclusion (DEI) statement here.

#### Student Names and Pronouns

We recognize that students' legal information doesn't always align with how they identify. We encourage you to share your name and pronouns if you feel comfortable doing so. Faculty, with intention, will use your name and pronouns. If we make a mistake, we encourage students to correct faculty so we can continue to grow and foster a more inclusive learning environment.

**Note:** In CU-SIS, both a primary instructor and a TA, can see “preferred” name (the use of “preferred” here is in quotation marks as the name of the field, this is the person’s name) as well as pronouns. When implemented, NameCoach (<https://cloud.name-coach.com/>) Software, which provides the ability for a student or employee to record the pronunciation of their name, is also viewable by both faculty types when populated.

If the display option is set to “Link to Photos,” the pronoun and NameCoach information display automatically.

#### Accessibility Statement

The University of Colorado Anschutz Medical Campus is committed to providing equitable access to our programs for students with disabilities (e.g., psychological, attentional, learning, chronic health, sensory, and physical).

For additional information on accommodations: <https://www.cuanschutz.edu/offices/office-of-disability-access-and-inclusion/faculty/implementing-accommodations/syllabus>

#### Other Program Policies

We follow the College/School Name policies, which can be found at {INSERT LINK}.

We seek to recognize, affirm, and value you as an individual. We have policies that are designed to support your ability to learn and engage with our curriculum. This link will include information on policies related to leave of absences, religious holidays, attendance, non-discrimination, Title IX, inclement weather, academic calendar, etc.

## Student Support

We care about you and your success. The CU Anschutz Medical Campus offers multiple resources and services to support you and your needs. The Office of Student Affairs—[Student Support](#) can help you navigate the academic and non-academic resources across campus. Please visit their website (<https://www.cuanschutz.edu/student>) for more information.

## Resources for Faculty

### Designing Inclusive Syllabi:

- [Columbia Center for Teaching and Learning](#)
- USC Center for Urban Education [Syllabus Review Tool: A inquiry tool for promoting racial and ethnic equity and equity-minded practice](#)
- Roberts M. [The syllabus: A tool that shapes students' academic experiences](#)
- Taylor SD, et al. [The Social Justice Syllabus Design Tool: A first step in doing social justice pedagogy](#). 2019. 5(2):132-166.
- Fuentes, M. A., Zelaya, D. G., and Madsen, J. W. (2020). [Rethinking the course syllabus: Considerations for promoting equity, diversity, and inclusion](#). *Teaching of Psychology*, 48(1), 69-79.

### Bloom's and Fink's Taxonomy and creating effective learning objectives:

- Armstrong, P. (2010). Bloom's Taxonomy. Vanderbilt University Center for Teaching. Retrieved July 11, 2021 from <https://cft.vanderbilt.edu/guides-sub-pages/blooms-taxonomy/>
- Iowa State University Center for Excellence in Learning and Teaching: [Writing Course Goals/Learning Outcomes and Learning Objectives](#)
- DePaul Frameworks & Taxonomies of Learning. Retrieved May 9, 2022 from <https://resources.depaul.edu/teaching-commons/teaching-guides/course-design/Pages/teaching-learning-frameworks.aspx>

### Diversifying readings/materials:

- Auraria Library offers free consultation to [Diversify your Syllabi](#)
- Strauss Health Sciences Library: [Suggested Resources](#)

### Land Acknowledgements:

- [A Guide to Indigenous Land Acknowledgement](#) from the Native Governance Center
- [Land acknowledgements: Online training for staff and faculty](#) from the University of Washington College of Engineering

### Creating Accessible Learning Materials:

- Closed Captions, Transcripts, Audio Descriptions: <https://webaim.org/techniques/captions/>

- Closed Captioning in Youtube: <https://www.youtube.com/watch?v=rB9ql0L0cUQ> (how to edit captions in your own Youtube Video)
- Creating a Transcript for Captions: <https://support.google.com/youtube/answer/2734799?hl=en>
- PowerPoint Accessibility: <https://webaim.org/techniques/powerpoint/>
- Converting Office Documents to PDF: <https://webaim.org/techniques/acrobat/converting#word>

Examples of labor acknowledgements:

- Stewart T. [On labor acknowledgements and honoring the sacrifice of Black Americans. Diverse Issues in Higher Education](#). February 24, 2021.
- [Solid Ground Labor Acknowledgement](#)
- <https://www.maaa.org/land-labor-acknowledgement/>
- <https://studentconduct.gwu.edu/land-labor-acknowledgement>

History slavery in Colorado:

- <https://crestoneeagle.org/living-on-earth-slavery-in-the-southwest>
- <https://www.nytimes.com/2019/05/10/books/review/gordon-h-chang-ghosts-of-gold-mountain.html>
- <https://www.nationalgeographic.com/history/article/the-bloody-history-of-anti-asian-violence-in-the-west>
- <https://www.smithsonianmag.com/smart-news/japanese-american-internment-camp-in-colorado-receives-federal-protection-180979871/>