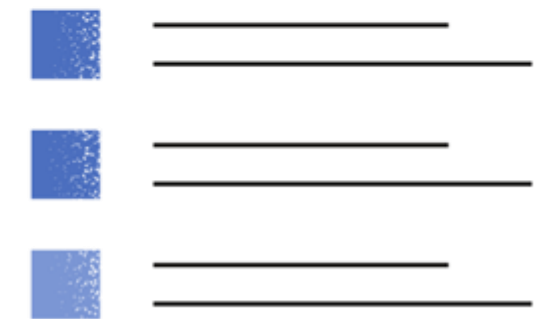
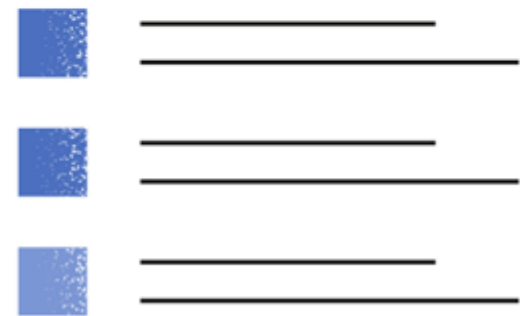
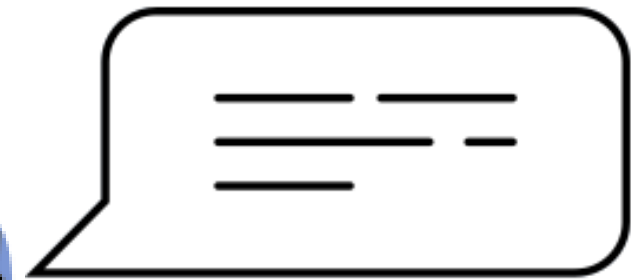
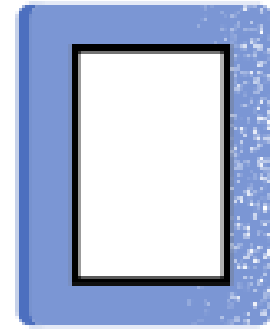


Syllabus Refresh(ments)



FALL 2023

**UNK Office of
Inclusive
Excellence
College ADOs**

Welcome

Thank you for your commitment to inclusive excellence at UNK

UNK ACADEMIC DIVERSITY OFFICERS - ADOs



Dr. Brooke Envick

College of Business and
Technology



Dr. Janet Eckerson

College of Arts and
Sciences



Dr. Jan Moore

College of Education



Dr. Martonia Gaskill

Graduate Studies and
Academic Outreach

Goals



Update Course Syllabi

Respect institutional guidelines



Share ideas

How to set the stage for student success with syllabi



Build belonging

Create community with instructional design, language and course policies



Understand accessibility

Planning for instruction that reaches all learners



Inclusive Excellence: WHY focus on Syllabi?

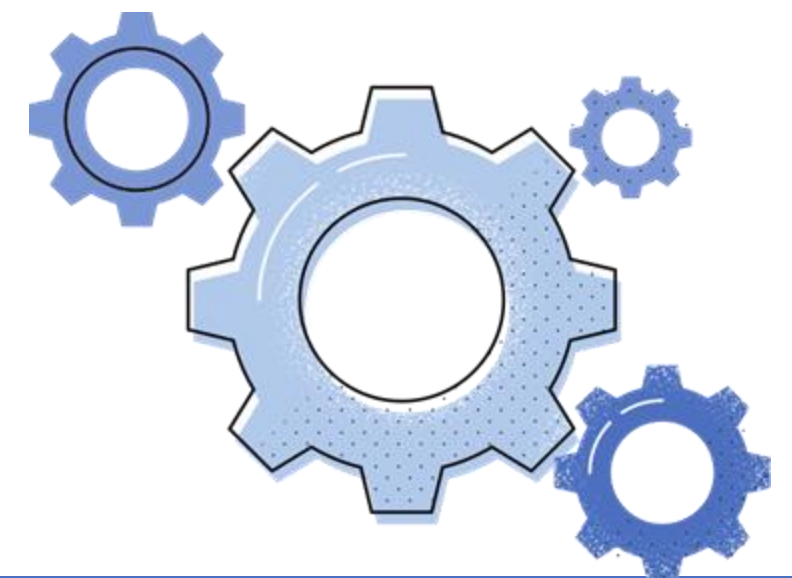
"The syllabus is often the **first encounter** that a student has with a course and an instructor, so the syllabus is often not only a student's first impression of a course but can also **initiate building student-instructor relationships**" (Gin et al, 2021)

Faculty are encouraged to adopt the basic stance promoted by Lang (2016) in his book, *Small Teaching*, where he observes—**"simple changes could make a big difference"** (p. 9). (Fuentes et al, 2020)

"the syllabus can serve to **equalize the information** that students from different backgrounds know about course policies, university policies, and **university resources**" (Gin et al, 2021).

Increase student success with a syllabus that can "provide a **plan for learning** that empowers students to respond proactively and productively to difficulty" and **normalizes struggle** (SEP, 2020)

Some common course policies and procedures may unintentionally disadvantage some groups of students – **equity minded policies can acknowledge diverse life experiences** and level the playing field



Institutional requirements

UNK and Higher Learning Commission

Inquire if your department or college has additional requirements

University policies

Course name & section, semester, course location and times

https://www.unk.edu/academic_affairs/asa_forms/course-policies-and-resources.php

Instructor name, contact information (office location, office phone, email), office hours

General studies objectives (if applicable)

Textbook/materials information

General grading scheme

Matching course descriptions (between syllabus and course catalog and multiple semesters/sections)

General schedule or calendar of the semester

Matching course objectives (multiple semesters/sections)

General list of the types of assignments



IDEAS FOR INCLUSIVE SYLLABI

– Maybe you already do these things,
maybe some are an opportunity to REFRESH

UCLA, Center for Education Innovation and Learning in the Sciences

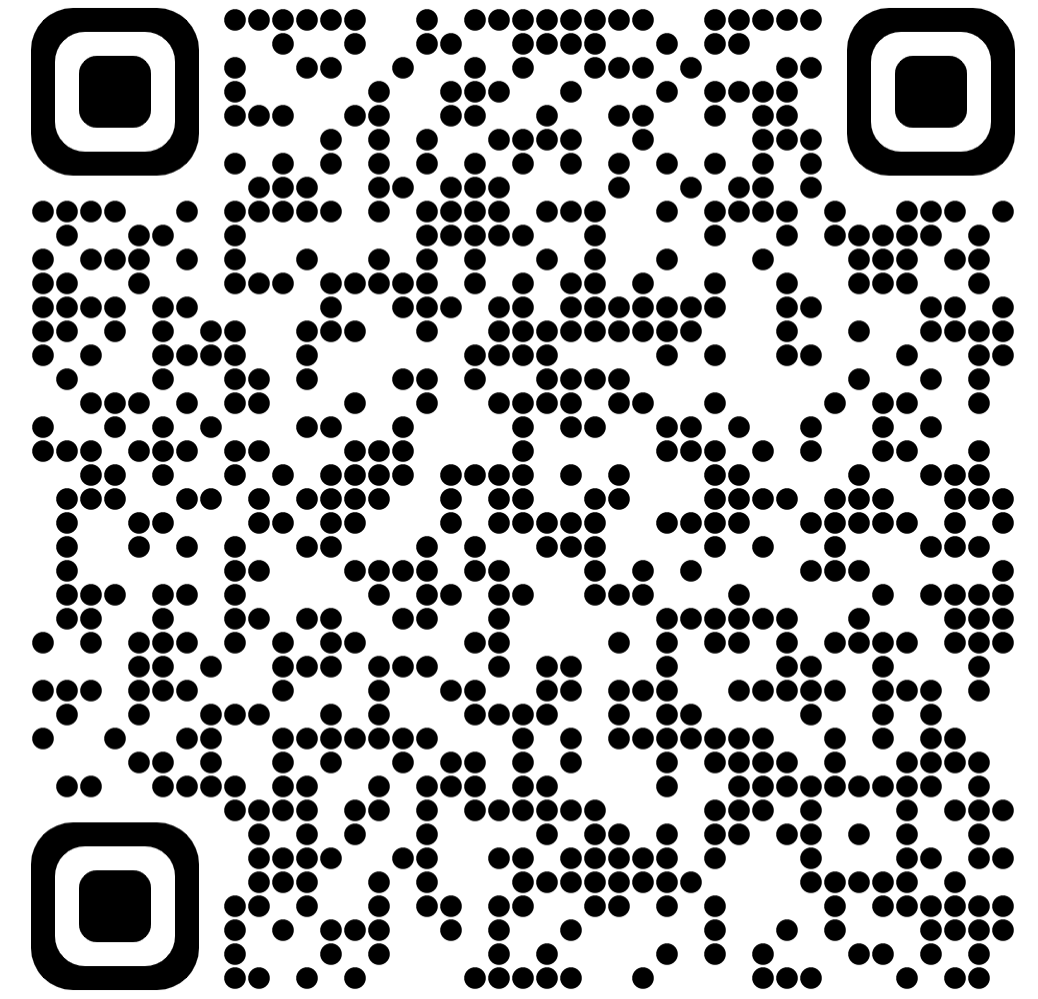
Stanford University Teaching Commons

Student Experience Project (National College Transition Collaborative)

University of Michigan, Center for Research on Teaching and Learning

University of Nebraska Lincoln, CTT

**Get the
resources
folder:**



Here is what we tend to **think our students read** our policy.

Course Attendance Policy

This will make students take it seriously

Attendance for this course is **mandatory**. Active participation is crucial for success in this course. Each missed class session will result in a 10% reduction of your grade.

If you have an **extreme circumstance** that causes you to miss contact me.

If something comes up, we'll figure it out together!

Here is how **First Generation and other underrepresented students** likely interpret it.

Course Attendance Policy

There are no exceptions

Attendance for this course is **mandatory**. Active participation is crucial for success in this course. Each missed class session will result in a 10% reduction of your grade.

If you have an **extreme circumstance** that causes you to miss contact me.

Only applies if I am literally in the hospital

Build Belonging with Language

Replace gender specific references with gender neutral language:

Original: "Welcome, ladies and gentlemen, to our course."

Inclusive: "Welcome, students, to our course."

Encourage students to share preferred names/pronouns:

Encouraging students to share their preferred pronouns and names ensures that everyone is addressed respectfully

Explicitly invite and recognize diverse perspectives:

For instance, a statement highlighting that varied life experiences enrich discussions can encourage students to share their unique viewpoints

Establish expectations but avoid a list of what NOT to DO:

Acknowledge high expectations AND help students anticipate productive struggle and offer steps, supports, resources to proactively respond to struggle

More language shifts

Instead of....

“There will be no makeup exam, quizzes or assignments” and, “Please don't bring me doctors'/death certificates, funeral obituaries I will no accept these [sic]. I also cannot make exceptions for jobs, birthdays, dates with celebrities, etc ([Inside Higher Ed](#))

It is your responsibility to communicate any accommodations you require at the beginning of the course.

Try...

I understand that personal circumstance can interfere with our ability to attend class. However, class attendance is crucial for your success. For you to be as successful as possible it is important that you communicate with me as soon as possible surrounding circumstances that will impact your attendance.

If you think you need an accommodation for a disability, please let us know at your earliest convenience. Some aspects of this course, can be modified to facilitate your participation and progress. As soon as you make us aware of your needs, we can work with you, the Office of Services for Students with Disabilities, to help determine appropriate accommodations. We will treat any information about your disability with the utmost discretion. (U of Michigan)

Moving toward a "Cruelty Free" Syllabus

- What's the tone of your syllabus? Do negative commands overwhelm positive invitations?
- Is the premise of the syllabus that students are untrustworthy?
- Are your policies designed to punish more than to support? Does the language reflect this?

From: Cheney, M. Plymouth State

<http://bit.ly/cfsyllabi>

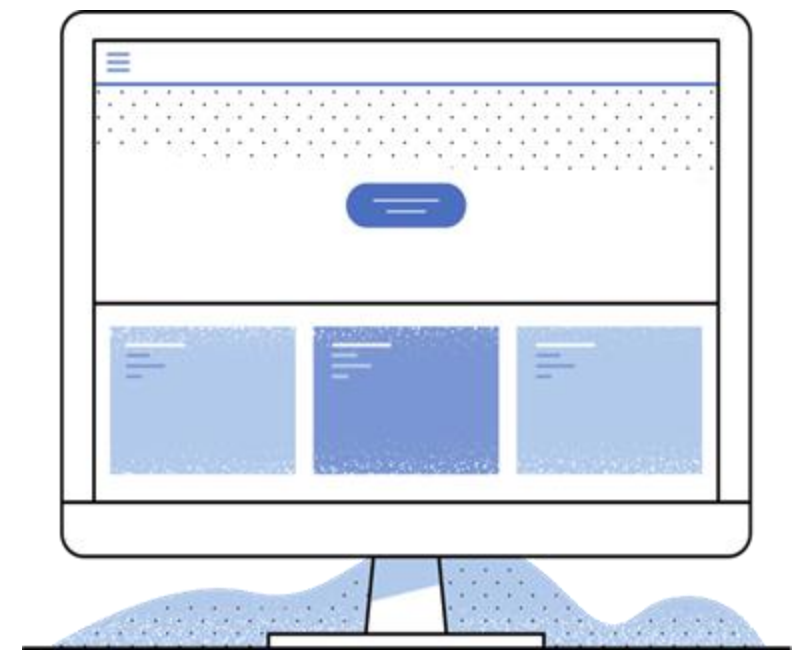
In the Resources Folder

Attendance and late work policies should acknowledge the barriers students may face, while also emphasizing the positive value of attendance & turning work in on time for both the individual student and the class as a whole.

Seek to make policies that create conversation when things go wrong.

A.I. and Teaching Policies

- Having an A.I. class or course policy is important.
- Faculty may have different policies based on assignment type.
- Explain the ‘why’ behind your policy.
- Give guidance for citation of A.I.
(<https://apastyle.apa.org/blog/how-to-cite-chatgpt>)
- Ask for help!



A.I. Syllabus Policy --Example 1

□ A.I. Unrestricted Use

The use of A.I. tools like Chat GPT is neither encouraged nor prohibited on assignments for this course. If you choose to use Chat GPT for assignments, please be sure to revise the content for clarity, conciseness, and audience awareness. Chat GPT is simply a tool and should not be used as a way to produce first and only drafts. Every assignment submission will be graded using the rubric provided in the syllabus. Be aware that Chat GPT may not develop high-quality work that earns a passing grade. It is your responsibility to review and revise all work before submitting to the instructor.

A.I. Syllabus Policy --Example 2

A.I. Use Is Allowed Under Certain Circumstances

Intellectual honesty is vital to an academic community and for my fair evaluation of your work. All work submitted in this course must be your own, completed in accordance with the University's academic regulations. Use of A.I. tools, including ChatGPT, is permitted in this course, but only to help brainstorm assignments or to revise existing work you have written. Using A.I. to complete assignments on your behalf is considered plagiarism. Also, be aware that the accuracy or quality of A.I. generated content may not meet the standards of this course, even if you only incorporate such content partially and after substantial paraphrasing, modification and/or editing.

A.I. Syllabus Policy --Example 3

A.I. Use Prohibited Entirely

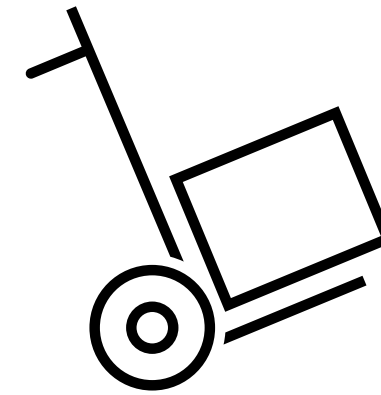
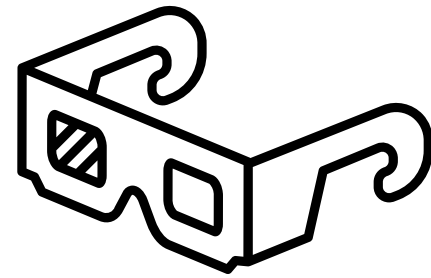
Since writing, analytical, and critical thinking skills are part of the learning outcomes of this course, all writing assignments should be prepared by the student. Developing strong competencies in this area will prepare you for a competitive workplace. While A.I. is readily available and can be useful in some circumstances, it is essential that you learn basic skills to help you identify what good writing looks like before you'll be able to accurately and ethically employ their use. To better help you meet the learning goals of this course, A.I.-generated submissions are not permitted at all in this course and any use of A.I. tools at any point in your writing process will be treated as plagiarism.

More samples: https://docs.google.com/document/d/1RMVwzjc1o0Mi8Blw_-JUTcXv02b2WRH86vw7mi16W3U/edit#heading=h.1cykjin2vg2wx

1

Plan for diverse learners

Provide materials and communication in multiple formats – anticipating the need for accommodations

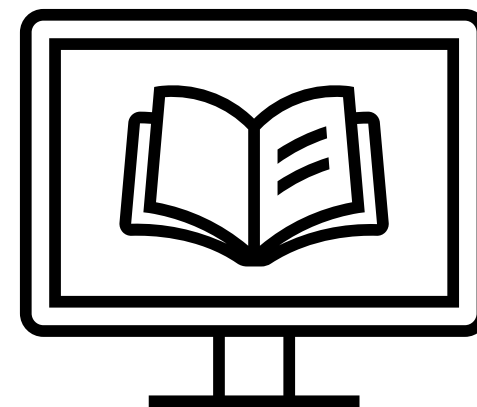


Accessibility & Accommodations

2

Invite conversations

A statement can invite students to discuss any accommodations they may need, and describe the process for requesting accommodations for disabilities, religious practices, or any other individual needs.



3

Balance structure and flexibility

For example – clear grading criteria that also acknowledges that unforeseen personal circumstances might necessitate deadline extensions on a case-by-case basis.

4

Humanize class policies

Implement late policies (late assignment, attendance, etc.) that matches students' complex lives

Representation

1

Perception

Interact with flexible content that doesn't depend on a single sense like sight, hearing, movement, or touch

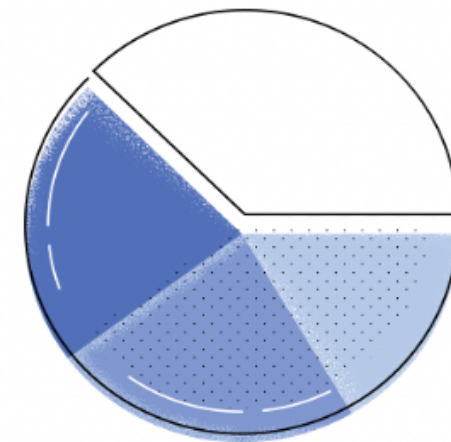
- Offer ways of customizing the display of information
 - Offer alternatives for audio information
 - Offer alternatives for visual information

2

Language & Symbols

Communicate through languages that create a shared understanding

- Clarify vocabulary and symbols
 - Clarify syntax and structure
 - Illustrate via multiple media



3

Comprehension

Construct meaning and generate new understandings.

- Activate or supply prior knowledge
- Highlight patterns, big ideas, critical features and relationships
 - Guide information processing and visualization
 - Maximize transfer and generalization

Representation



Use a variety of diverse examples

Instead of "For instance, a successful entrepreneur like Mark Zuckerberg..."

"For instance, successful entrepreneurs such as Oprah Winfrey, Elon Musk, and Sara Blakely..."



Represent diverse scholars and ideas in course readings or topics

Does the course reading list include a variety of authors and ideas? From the global north and the global South?

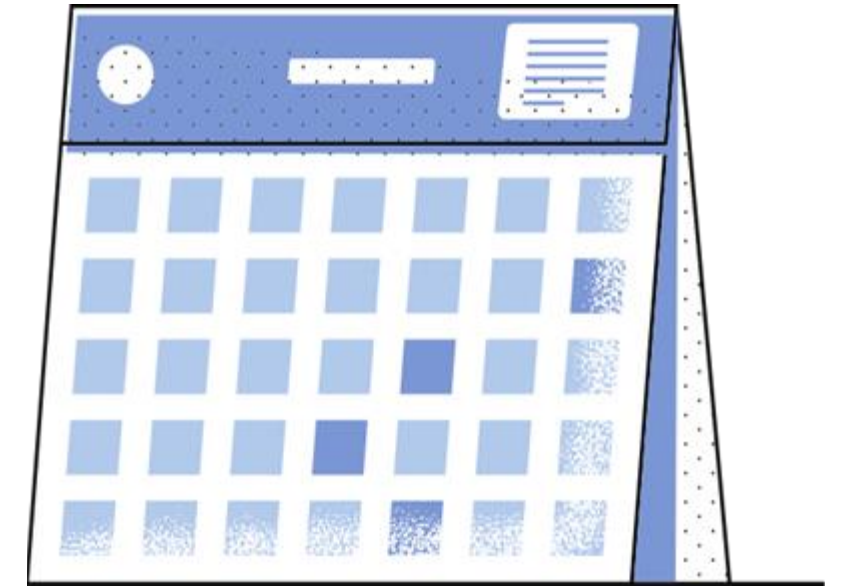
Are there opportunities to include more diverse voices?



Avoid one-off treatments of diversity

"Devoting little attention to diversity, multiculturalism, and related constructs, and/or introducing theme in a siloed fashion (e.g., allotting a single-class session to these topics) can have the unintended effect of conveying that such concepts are unimportant ([Vaccaro, 2019](#))"

SAVE THE DATE!
OCTOBER 18
UNIVERSAL DESIGN FOR
LEARNING - UDL



This event is brought to you by the **Office of Inclusive Excellence** with the goal to introduce everyone at UNK to the **Universal Design for Learning (UDL)** framework. When UDL is implemented in learning environments, it reduces barriers to learning for all students and optimizes each individual's opportunity to learn and succeed.

The event will be led by Dr. Thomas Tobin, an internationally known expert in UDL.

Designing Student Success

Include a variety of assessment formats or options

Using more than one type of assessment and offering choices to students helps all students show their strengths.

Incorporate collaboration among students

Beyond group projects, creating a course community with shared responsibility for success. Establishing how preparing for class, or participating in discussion, benefits all. Supporting collaborative study groups and learning experiences.

Use grading rubrics with clear criteria

Providing clear language and criteria that defines the expected performance will help students

Establish feedback and improvement opportunities

Let students know when and how they will receive feedback and how they are expected to use it. Plan to allow drafts or additional attempts that permit students to apply feedback to a new performance

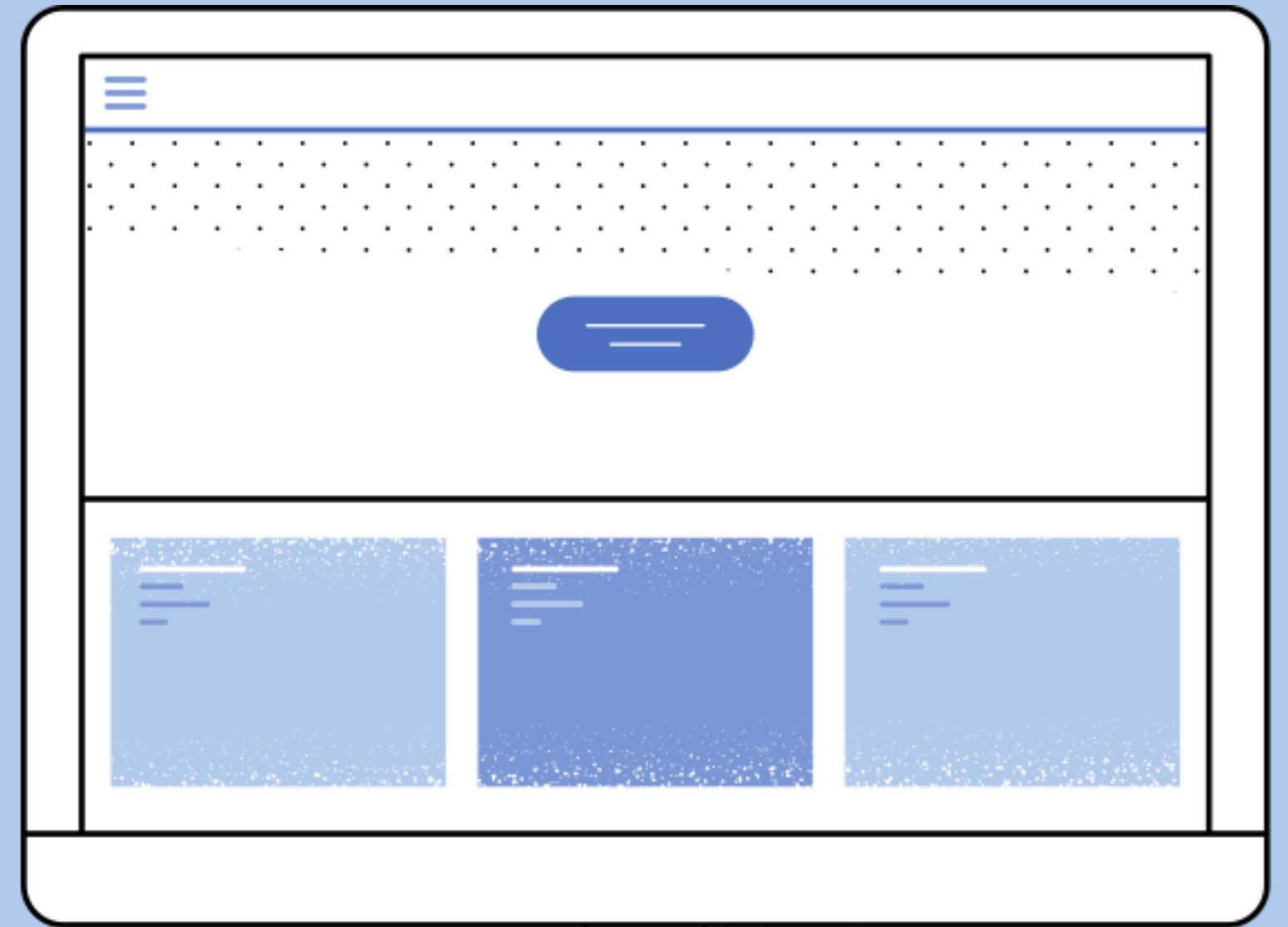
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**HAPPY
DESIGNING**