An Inclusive Syllabus for Greater Student Success

Kathy Fernandes, Claudine Franquet, Christine Sharrio, Marjorie Shephard, Jim Aird and Josh Trout
“Inclusivity” is a range of approaches to teaching that consider the learning preferences, unique needs, and diverse backgrounds of students so that everyone has equal access to learn.

- CSUN Inclusive Pedagogy Checklist
- Inclusivity is important to help
  - Students feel like they belong
  - Students succeed
  - Students persist
  - Students graduate
  - Support GI2025
Today, we will go through Chico State’s Top 8 recommendations for an Inclusive Syllabus
1. Change “Office Hours” to “Student Hours”

- 1-Minute Video on Student Hours

Department of Kinesiology, CSU – Chico

**Professor:** Josh Trout, Ph.D. (you may call me Josh or Dr. Trout)

**E-mail:** jtrout@csuchico.edu

**Student Hours:** Mondays 11am-4pm or by appointment

**Student Instructional Tech Support Services (contact them for any technical issues):** 898-4357 or itss@csuchico.edu

**Mailbox:** 244 Yolo (Available 8-5 Mon-Fri)

**Office:** Yolo 266

**Class Time:** Friday 2-3:50pm

**Office Phone:** (530) 898-4314

**Class Location:** SSKU 120

**Course Description:**
- This class provides the fundamental theories, applications, and experiences necessary for a comprehensive
2. Ensure course materials present diverse perspectives
3. Add “Statement of Respect” to syllabus

For example...

“Students in this class are encouraged to speak up and participate during class meetings. Because this class will represent a diversity of individual beliefs, backgrounds, and experiences, every member of this class must show respect for every other member of this class.”
4. Include a photo and/or bio of you

Instructor Bio

Hyun Jung Kim, Ph.D.

Associate Professor
Department of Management, CSU, Chico
Office: Glenn 301
Email: hkim18@csuchico.edu

Welcome to BADM 495! I am so happy to have you in my class, and I hope we all have a wonderful summer session together.

My goal for this online course is to make the course content as close to my in-class version of BADM 495 as possible, while taking advantage of the flexibility of our online environment. I expect a high level of student engagement and participation, teamwork, and communication in this course. The way we achieve this might be different from the in-class BADM 495, but I promise you that your experience will be just as valuable, if not more.

I moved to Chico in 2009. My husband Dan is a dentist practicing in town. He will appear in my class examples from time to time. We have a son who is a serious Lego collector and a cat named Coconut.

Instructor Bio

Dr. Hyun Jung Kim is an Associate Professor in the Department of Management, California State University, Chico. She received her Ph.D. in Public Administration from the Rockefeller College of Public Affairs and Policy, University at Albany, focusing on the development of system dynamics simulation models as decision support tools.

Her teaching areas include management, strategic decision-making, and computer simulation modeling. At Chico State, she has taught MGMT 303 Survey of Management, MGMT 470 Business Dynamics, BADM 495 Applied Strategic Management at the undergraduate level, and MGMT 635 Seminar in Management and BADM 693 Seminar in Strategic Management and Administrative Policy at the graduate level.

She uses the Group Model Building approach to include key stakeholders in the modeling process, and uses a systems approach to help decision makers understand the complexity of their system and assess potential outcomes of their strategic and managerial decisions. Her research and consulting projects cover issues in data-driven service industry, higher education, public health, public safety, and the monetary decision making at the Federal Reserve. Her research articles are published in peer-reviewed journals like System Dynamics Review, Systems Research and Behavioral Science, and Public Administration Review.
5. Consider a variety of ways to communicate with your students, what options, and when

- Email
- Office Phone
- “Student Hours”
- By appointment
- Blackboard Tools
- Texting apps that keep your cell phone number private while sending student text messages for course announcements

*Share expectations on responsiveness*
6. Use a positive and non-intimidating tone

**Attendance:**
You get two “freebies” and then your overall grade goes down by one full letter for each subsequent absence. I don’t care if you missed class because you visited your ill grandma or you had a dentist appointment or you were hungover. If you miss class, you’re not learning, and that will count against you. Welcome to the real world!

**Attendance:**
You get two “freebies” and then your overall grade goes down by one full letter for each subsequent absence. Please notify me by the end of the first week of classes if you will have to miss class for university sponsored athletic participation or for a religious observation from the Interfaith Calendar. Missed classes can be made up by completing a mutually agreed upon civic engagement project before May 1.
7. Offer low/no cost alternatives to buying a textbook

Chico State Students
Total Savings = $703,873

- 2016 - 2017 $203,913
- 2017 - 2018 $282,198
- 2018 - 2019 $40,762
- 2019 - 2020 $177,000

See https://www.csuchico.edu/cals/
8. Consider a variety of methods for students to demonstrate their learning.
“Inclusivity” is a range of approaches to teaching that consider learning preferences, unique needs, and diverse backgrounds of students so that everyone has equal access to learn.

Vary document formats for:

- Alternative visual representation
- Text-to-audio expression and
- Better navigation & organization
Ally automatically provides alternative formats that help students

Inside Bb Learn
Accessible and inaccessible syllabi may “look” the same, however...

Listen carefully to the difference in audio files
Quick Demonstration
Microsoft Word tips on using headings

- Headings provide structure for document navigation
- Facilitates transition of content easily to other formats
- Makes the document easy to follow (visual and audio)
What are headings? Do you have them?

From Microsoft Word, choose **View > Navigation Pane**. Do your headings show up as an outline in Navigation window?
Applying Heading Styles

- From Microsoft Word,
  - choose **Home > Style** to apply Heading to selected text

- Don’t like the built-in Styles? Create your own heading style
Avoid the “Save as PDF” pitfall

- Never use “Save as Adobe PDF” for any documents because the text is converted to an inaccessible image.
- Use “Save As...” dialog box to choose storage location and file format.
Word Accessibility Checker

- Word menu **Review > Check Accessibility**
  - Will describe issues it sees with document’s accessibility

Navigating a Syllabus Using Headings
NEW! For greater student success in accessing your instructional materials in multiple formats...

You can request to have TLP fix your course materials

http://tinyurl.com/helpfixit
Inclusive Syllabus Resources

Using Inclusive Design toward promoting student success
A joint workshop from The Tipping Point, A CSU Chico Conference, January 2020. TLP & Faculty Development

https://tinyurl.com/tippingpointslides
TLP Inclusive Syllabus Workshop Tomorrow

Friday, Jan. 17, 2020, 1–2:30 p.m.
MLIB 226

This class provides hands-on experience creating an accessible syllabus with inclusive statements, clear headings and accessible graphics.

By Marjorie Shepard & Christine Sharrio
Have a Great Spring 2020!