



Creating a More Inclusive Course Environment--Instructor Checklist

The purpose of this checklist is to provide a list of possible actions that can be taken each semester to improve the inclusivity and accessibility of a course. It is not an exhaustive list and should be updated frequently.

Instructor: _____ Course: _____ Semester: _____

General Communication

- Office hours: _____
- What modes of communication will I make available to students? _____

- Have I created a way for students to communicate in real time? (e.g., Slack, WhatsApp, Teams)
- Have I communicated options clearly and in several different ways?
- How will I solicit student feedback? (e.g., survey) _____
- Have I created an introductory video? Where will it be posted? (e.g., blackboard, email link)

Tips:

- Remember to avoid sarcasm, jargon, idioms, and metaphors. Use clear speech and text. Define terms.
- Include Case-Based Learning
- Remember to expect differences in expressive communication
- Remember to check for understanding
- Compassionate, sincere tone
- Speak and write in the affirmative

Syllabus

- Have I included contact information and modes of communication?
- Have I used a sincere, compassionate tone written in the affirmative?
- Are my expectations for the course clearly outlined and defined?
- Have I created more detailed descriptions of assignments?
- Are due dates clearly expressed?
- Is important information **salient** and easily located on the syllabus?
- Have I included the required DEI/disability statements?
- Have I included student campus-based resources (e.g., mental health, special services, tutoring)
- Have I outlined how I will make changes to the syllabus and where those can be found?
- Have I reviewed the syllabus in detail with the class and solicited feedback?
- Have I included relevant links, QR codes, and directions to access materials wherever possible?

Executive Functioning

- Have I provided an agenda prior to or at the beginning of each class?
- Are my lectures broken up into smaller chunks?
- Have I included breaks between topics?
- How will students engage? What are the options? (e.g., verbal, written, text, respond later online)
- Have I included instructions and other prompts in multiple formats (e.g., verbal, written, chart/picture)?
- Have I offered note taking alternatives (e.g., shared notes, study guides, key concepts, provide ppt slides)?
- Have I offered some content in different modes (e.g., video)?

Response Forms

- Have I defined all the different ways that students may engage during and between classes (e.g., verbal, written, chat, drawing/chart, discussion board)?
- How will I make engagement more inclusive? _____
- How will I solicit feedback about engagement preferences? _____



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Incorporating Strengths and Interests

How will I survey my student strengths? _____

How will I incorporate what I learn? _____

What opportunities do my students have to include their unique perspectives and interests? _____

Content Engagement

What means of content engagement will I include (e.g., text reading, articles, short case-based learning, video examples, ed-puzzle, charts, short quizzes, fill-in-the-blank notes)? _____

**consider interest

**consider offering choice

Assessment

How will I assess learning? _____

Which of the following will I incorporate?

frequent low stakes assignments (on a predicable schedule) experiential activities multiple modalities
flexible due dates ungraded assignments other _____

Physical Space

How will I mediate sensory sensitivities? _____

I have considered:

sound light temperature seating visual distractions need to move/fidget/touch

Online Space

How will I make my online atmosphere more inclusive?

allow cameras off chat responses captions on breakout rooms visuals materials ahead
 recorded lectures organized Blackboard with predictable layout make use of video communication

Feedback

How will I solicit student feedback? _____ when? _____

**consider multiple times during the semester (e.g., after first class, after first exam/assignment, mid-point, when multiple students have questions about a topic or there seems to be confusion, end of semester).

Plan for Consult

Which colleagues can I share information with? _____

What information do I need? _____

Where will I look for that information? _____

Did I search the Neurodiversity Hub for information? Did I message a Team member?

Accessibility

Did I take the faculty accessibility course on Blackboard?

Have I checked all documents, quizzes, online environments for accessibility?



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Sharing the Love

- Have I shared what I have learned with other instructors? _____
- Have I invited other colleagues to The Neurodiversity Hub on Teams? USE CODE **qazm3d5**

Plan for Study

What do I need to learn more about so that I can better meet the needs of my students? _____

What have I learned from my **Student Day 1 Survey** that I should explore and incorporate? _____

How am I being mindful of intersectionality? _____

Plans for Self-Improvement

Are there areas above that I would like to target for improvement? List below, define, and create a separate self-management plan.

Self-Management Plan

Target Improvement #1

Describe how this will be implemented: _____

How will I measure my intended change? _____

Target Improvement #2

Describe how this will be implemented: _____

How will I measure my intended change? _____

Target Improvement #3

Describe how this will be implemented: _____

How will I measure my intended change? _____

****Don't skip these Steps**

How will I reward myself for making these improvements? _____

Who will my accountability partner be? _____