

INCLUSIVE EXCELLENCE IN TEACHING:

NORTHERN ARIZONA UNIVERSITY PRACTICES FOR TEACHING EFFECTIVENESS

The three overlapping categories of Course DESIGN, Learning ENVIRONMENT, and Curriculum STRUCTURE encompass a practice of Inclusive Excellence to help all students learn and feel supported and welcome

STRUCTURE

Manage the curriculum to ensure that courses meet standards and requirements

- Organizational Consistency
- Course and Content Requirements
- Continuous Improvement

DESIGN

Apply intentional course design that is evidence-based, diverse and universally accessible

- Content-Outcome Alignment
- Evidence-Based Instruction
- Outcome Assessment
- Content Diversity
- Universal Design (UDL)

ENVIRONMENT

Create an environment in which students can learn and thrive

- Clear Expectations
- Rapport
- Learning-Centered
- Instructor Access
- Feedback to Students

DESIGN: Apply intentional course design that is evidence-based, diverse and universally accessible

Content-Outcome Alignment	Align content with established course-and program-level learning outcomes to promote learning and career readiness.
Evidence-Based Instruction	Offer evidence-based active-learning experiences throughout the course. Ensure that content is taught with appropriate rigor.
Outcome Assessment	Include multiple forms of assessment that are aligned with course learning outcomes, that take place early and often (formative assessment), that include a clear statement of criteria for success that measure that students are learning content (summative assessment).
Content Diversity	Incorporate diverse perspectives, objectives, content, examples and activities into course design
Universal Design (UDL)	Reduce barriers to learning, space, and technology for all students. Provide accessible content, practice, assessment, and guidance using a variety of formats and forms of instruction in line with Universal Design for Learning principles

ENVIRONMENT: Create an environment in which students can learn and thrive

Clear Expectations	Clearly explain course expectations to your students and what they need to do to be successful from start to finish. Provide and explain detailed instructions, examples, rubrics and checklists so students understand what, when and how to do it.
Rapport	Build student-instructor rapport both in-class and out-of-class through your own disciplinary experience and expertise. Cultivate a safe classroom environment that is inclusive, civil, and respectful of diverse perspectives.
Learning-Centered	Focus on the students and their outcome of the learning. Identify the enduring understandings and transfer goals for post-graduation success.
Instructor Access	Be responsive to students by holding regular student (office) hours and offering alternative meeting times and modes.
Feedback to Students	Provide timely, constructive, predictable, and understandable feedback that effectively supports student learning and improvement.

STRUCTURE: Manage the curriculum to ensure that courses meet standards and requirements

Organizational Consistency	Structure your class time deliberately. Use appropriate teaching aids, tools, and technology. Coordinate course learning outcomes, content, assessments, and expectations across sections.
Course and Content Requirements	Ensure your course content and policies meet the requirements of your unit, program, college, university, and accrediting body as appropriate.
Continuous Improvement	Demonstrate a commitment to reflection, professional development and continuous improvement that integrates lessons learned from your teaching, student performance, and student feedback. Maintain a record of this process.

