

Standard 3: Inclusivity & Universal Design As an instructor, this is the standard in which you will demonstrate how you have conceptualized and operationalized elements of inclusivity and accessibility into your course. Also, this standard helps you exemplify the connection of your course to the overall inclusivity goals of your program or major and the mission and strategic plan of the institution.

Possible artifacts/evidence	Category	Distinguished	Skilled	Baseline	Unsatisfactory
Course materials Course policies	3.1. Learning activities	Learning activities are consistently authentic, engaging, varied, and appropriate for students.	Learning activities are engaging, varied, AND appropriate for students.	Learning activities are engaging, varied, OR appropriate for students.	Learning activities are not obviously engaging, varied, or appropriate for students.
Student work with feedback Student feedback Teaching observation data	3.2. Student- centered approach in course materials	Course materials consistently communicate an inclusive, student-centered approach.	Course materials communicate an inclusive, student-centered approach OR consider situational factors.	Course materials imply some effort has been made to adopt an inclusive, student-centered approach with no evidence of consideration of situational factors.	Course materials do not communicate an inclusive or student-centered approach.
Teaching philosophy statement SITE Questions #6 & 9	3.3. Classroom climate	Teaching practices support a classroom climate which promotes a sense of belonging, values diverse contributions, respects individual differences, and encourages motivation, cooperation, and engagement.	Teaching practices support a classroom climate which mostly promotes a sense of belonging, values diverse contributions, respects individual differences, and encourages motivation, cooperation, and engagement.	Teaching practices support a classroom climate which somewhat promotes a sense of belonging, values diverse contributions, respects individual differences, and encourages motivation, cooperation, and engagement.	Teaching practices do not support a classroom climate which promotes a sense of belonging, values diverse contributions, respects individual differences, and encourages motivation, cooperation, and engagement.