TEACHING RESOURCES

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RESOURCES FOR TEACHING ONLINE

Teaching Remotely (Center for Teaching and Learning)

FERPA INFORMATION

The Family Educational Rights and Privacy Act (FERPA) is federal legislation that applies to those institutions that receive funding from the Department of Education. It governs all aspects of student records, protecting privacy of student information. The Office of the Registrar provides FERPA guidelines and free Online FERPA training for those working with students.

SYLLABUS SUPPLEMENT

The syllabus supplement includes important information to include in each of your syllabi. It includes information on academic misconduct, sexual harassment, grade appeal procedures, equal opportunity, access and accommodations, etc.

DIVERSIFYING THE PHILOSOPHY SYLLABUS

There are a variety of resources to aid in creating inclusive syllabi by including excellent readings by authors from groups that are underrepresented in philosophy. Here are a few:

- Diversifying Syllabi - Great Philosophy by Diverse Practitioners
- Diversity Reading List - Helping you include authors from under-represented groups in your teaching
- APA Diversity and Inclusiveness Syllabus Collection

ACCESSIBLE TECHNOLOGY IN THE CLASSROOM (SYLLABI AND MORE)

The UW Policy on IT Accessibility states: “The University of Washington (UW) strives to ensure that people with disabilities have access to the same services and content that are available to people without disabilities, including services and content made available through the use of information technology (IT). IT procured, developed, maintained, and used by the UW should provide substantially similar functionality, experience, and information access to individuals with disabilities as it provides to others. Examples of IT covered by this policy include web sites, software systems, electronic documents, videos, and electronic equipment such as
information kiosks, telephones, and digital signs."

GUIDELINES

The UW-IT Accessible Technology department provides many resources on their website as well as in-person training opportunities to assist all of us with making sure the documents we create are accessible to all students. Try these resources to get started:

- **Getting Started with Accessibility**
- In particular, when creating a syllabus to upload to a course site, make sure to follow the guidelines for **Creating Accessible Documents**
- **Hosting Accessible Online Meetings**

ALLY ACCESSIBILITY TOOL FOR CANVAS

**Ally accessibility tool for Canvas**, provided by Blackboard, is a tool in Canvas that assists course instructors in making sure their course materials are accessible to all students, by providing instructors with feedback on the accessibility score of their uploaded materials (as well as tips to correct accessibility problems). Then, using advanced machine learning algorithms, Ally generates alternative formats--such as text that is readable by a screen reader, electronic braille, or audio--that students can download and use to support their learning.

- **Ally accessibility tool for Canvas: FAQs for Instructors**
- **Ally accessibility tool for Canvas: FAQs for Students**
- **Ally Accessibility in Canvas** (Canvas course) - register for this course to add it to your Canvas dashboard for reference

UW CAMPUS RESOURCES & LEARNING TECHNOLOGIES

**Center for Teaching and Learning**

- **Information and resources: Just for TAs**
- **Post-election resources and support (CTL)**

**Canvas Help for Instructors**

- **Use Canvas to Publicize Your Individual Course Description (ICD)** - By adding your individual course description (ICD) to Canvas, students will be able to view the ICD in MyPlan. You can use Canvas for this purpose even if you do not use the Canvas Learning Management System in your course.

**UW's Expository Writing Program** - This center provides resources for students, information about writing help on campus. For teachers, see their guide on **Assessment of and Feedback on Grammar Correctness for ELL students**.

**Classroom Facilities Services** - If you experience technical difficulties while teaching on a classroom on campus, call Classroom Services at UW-IT (206) 221-5000 and press "9" for "urgent classroom issues."

GRADING

For an explanation of the University of Washington's grading system, including the 4.0 scale, and the various non-numeric grades designating credit/no-credit, incomplete, withdrawal, etc. See:

- The Office of the Registrar's **Grading System** information page
- The Undergraduate Advising Office's **Grades and Credits** information page (includes an explanation of the "X" grade)
- The Graduate School's **Grading System for Graduate Students**
- **Change of Grade Request** (Office of the Registrar)
- **Grading PHIL 600 & 800** Department of Philosophy policy is to grade these courses as follows:
  - PHIL 600 - Graded as CR/NC
  - PHIL 800 - Graded as N (until final quarter, when graded with numeric grade) **after grading the final quarter with a numeric grade, submit a grade change request to change all of the previous quarters of "N" credit to that numeric grade -- the Registrar says that this conversion does not
always happen automatically!**

**WRITING CREDIT**

For a description of the requirements for giving students writing-intensives ("W") credit for a course, see the Undergraduate Academic Affairs page on [Additional Writing](https://phil.washington.edu/teaching-resources).

**DEPARTMENT TEACHING RESOURCES**

[Phil Dept Teaching Site](https://phil.washington.edu/teaching-resources) - This Canvas site is for sharing department teaching resources and developing new teaching materials.