



**MSU**<sup>SM</sup>  
DENVER

Center for Teaching, Learning  
and Design

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**2023-24 FACULTY LEARNING COMMUNITIES**



**Integrating  
equity-based  
trauma-informed  
educational  
practices (TIEP)  
in the university  
classroom**



# Thinking through Trauma-Informed Educational Practices

This FSLC provided theory and practical ideas for integrating equity-based trauma-informed educational practices (ETIP) in university spaces.

6 staff and faculty members from GITA, Social Work, Communication Studies, Human Resources, Criminal Justice, Human Services and Counseling, and Education worked together to share ideas about and integrate TIEP into course policies, assignments, coursework, course content, team meetings, and departmental policies.

## **Focal Topics**

- What are trauma-informed educational practices?
- What is stress and trauma?
- How do stress and trauma affect students and instructors? What can we do to support students and ourselves?
- How can faculty and staff implement trauma-informed education practices in their work, with students, with selves and with each other?



# Modeling TIEP in the FSLC Canvas Shell

During session 3, we will define compassion fatigue and compassion satisfaction. We'll explore how they show up in each of us. During our time on 3/11/24, we'll explore how to reduce fatigue and increase satisfaction at the personal, interpersonal, and institutional levels.

Everyone, please complete [Professional Quality of Life Scale \(Self Assessment\).pdf](#) ↓ and/or [Resilience self-reflection scale](#) ↓ to develop our self-awareness of how things are going for us. You will not be asked to share your responses.

Then, please engage with one resource in each column:

Compassion satisfaction	Compassion fatigue	Identifying and mitigating stress
<ul style="list-style-type: none"> <li>• Super quick read: <a href="#">Compassion satisfaction handout</a> ↓</li> <li>• Quick-ish read: <a href="#">Maintaining Educator Wellbeing.pdf</a> ↓</li> <li>• Full article: <a href="#">Compassion Satisfaction Among Social Work Practitioners: The Role of Work-Life Balance.pdf</a> ↓</li> </ul>	<ul style="list-style-type: none"> <li>• Super quick read: <a href="#">Compassion Fatigue The Cost of Helping Others.pdf</a> ↓</li> <li>• Super quick read: <a href="#">Compassion Fatigue Cycle.pdf</a> ↓</li> <li>• Quick-ish read: <a href="#">'I Didn't Know It Had a Name' - Secondary Traumatic Stress and Educators.pdf</a> ↓</li> </ul>	<ul style="list-style-type: none"> <li>• Image: <a href="#">Where Do We Feel Stress in Our Body Worksheet.docx</a> ↓</li> <li>• List: <a href="#">Personal Wellness Strategies.pdf</a> ↓</li> <li>• List: <a href="#">Stress Management Strategies.pdf</a> ↓</li> <li>• Self-assessment: <a href="#">Self-compassion</a> ↗</li> </ul>

# Our Evolving TIEP Practice Examples

What do you currently do?	What do you plan to do?
My courses allow for late submission of any coursework through the end of the term with small daily penalties	I am going to a small number of “extension days” that students may elect to use to extend the “on time” deadline for course assignments.
I introduce myself and the course before the course starts explaining group work, assignment deadlines and flexibility, etc.	I will be offering a more global policy on flexibility with assignments.
I require documentation if a student wants their absence excused	I’m planning on implementing a more equitable attendance/participation and late policy.
I have a policy statement and content about maintaining confidentiality with clients that uses absolute language.	I plan to add a statement of practice that explains my desire to maintain confidentiality but states the reality of risk and choice in choosing to share.

# Interested in Facilitating an FLC?

Applications accepted  
throughout the year

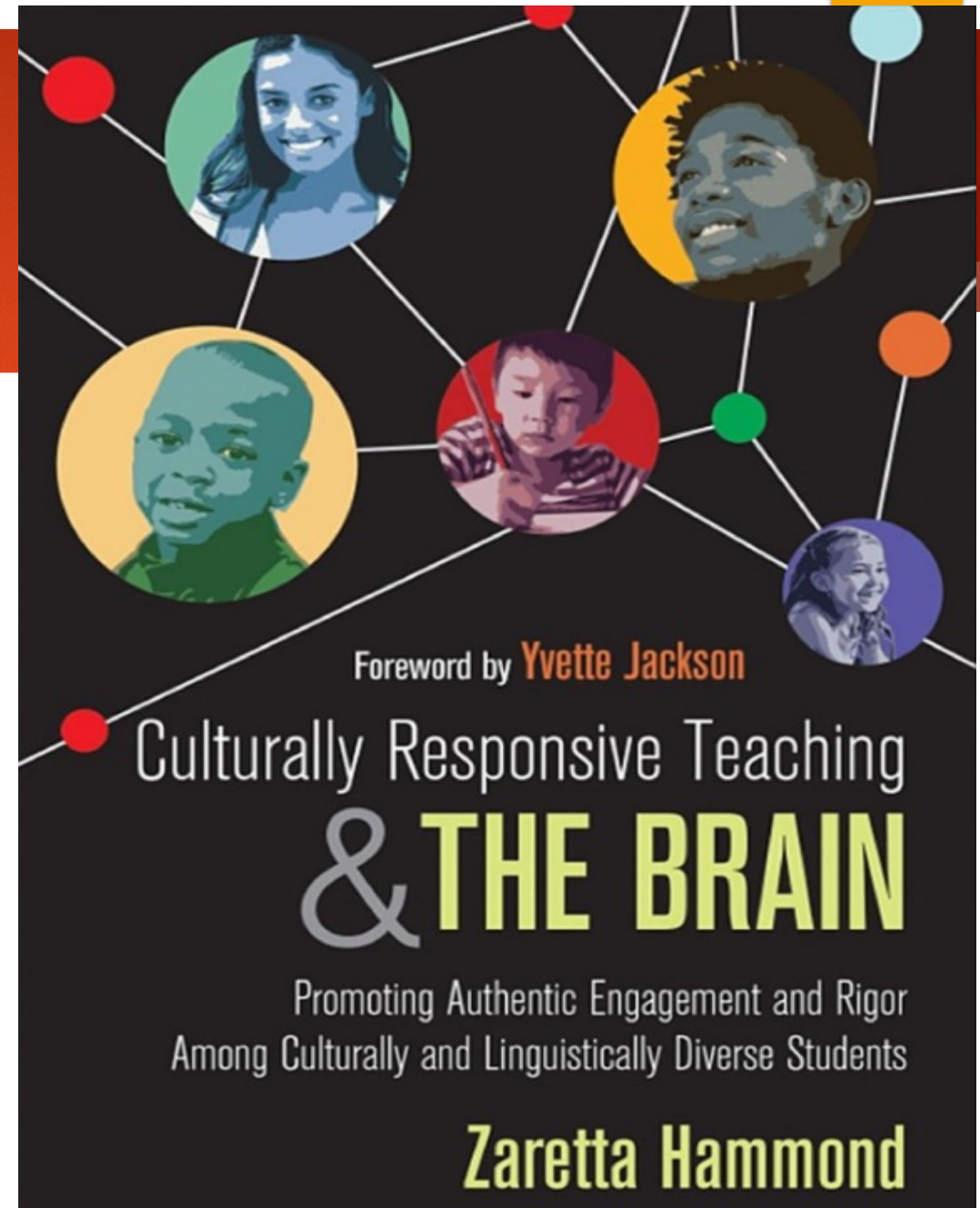


Fill out an application  
on the CTLD website!



# Culturally Responsive Teaching & the Brain

Facilitator:  
Assoc. Professor Darcy Beery,  
Technical Writing & Editing



# Culturally Responsive Teaching & the Brain FLC

Closing the **achievement gap** of  
culturally and linguistically diverse students ...

by understanding the components necessary for  
the brain to enter a state of **cognitive alertness**, ...

thereby supporting students to move themselves  
from dependent learners to **independent learners**.



# Participants

8 Faculty and Staff came together during the Spring 2024 semester to learn and share about teaching and advising culturally diverse students.

- ▶ Darcy Beery, Technical Writing
- ▶ Theresa Buxton, Nursing
- ▶ Christy Ann Carello, Biology
- ▶ Jennifer Cheek, Criminal Justice & Criminology

- ▶ Ann Diker, Nutrition
- ▶ Deanna Hirsch, Public Relations
- ▶ JT Kendall, Classroom to Career Hub
- ▶ Dennis L. Rudnick, Elementary Education



## Insights on Future Implementation

- ▶ **Recognize** instructor implicit bias and stereotypes related to diverse generations and groups of student learners; and to engage in the work to eliminate these.
- ▶ **Validate** students' experiences in the larger sociopolitical context.
- ▶ **Understand** and provide the components in the classroom that create a truly safe learning space.

# Insights on Future Implementation

- ▶ **Ask** students to explain their studying strategies, instead of assuming they have them.
- ▶ **Support** student learning strategies that develop and reinforce critical thinking skills through constructive feedback and student accountability for the work they produce.
- ▶ **Provide** feedback which is instructive (rather than evaluative); meaning it is specific, in the right dose, timely, and delivered in a low stress, supportive environment.



# Interested in Facilitating an FLC?

Applications accepted  
throughout the year



Fill out an application  
on the CTLD website!





Fundraising Academy FLC - Spring 2024



# Purpose of the Fundraising Academy

- ▶ To build relationships between University Advancement and faculty/staff
- ▶ To help faculty/staff learn the fundraising process at MSU Denver
- ▶ To assist FLC Members in developing their fundraising ideas and create an implementation plan



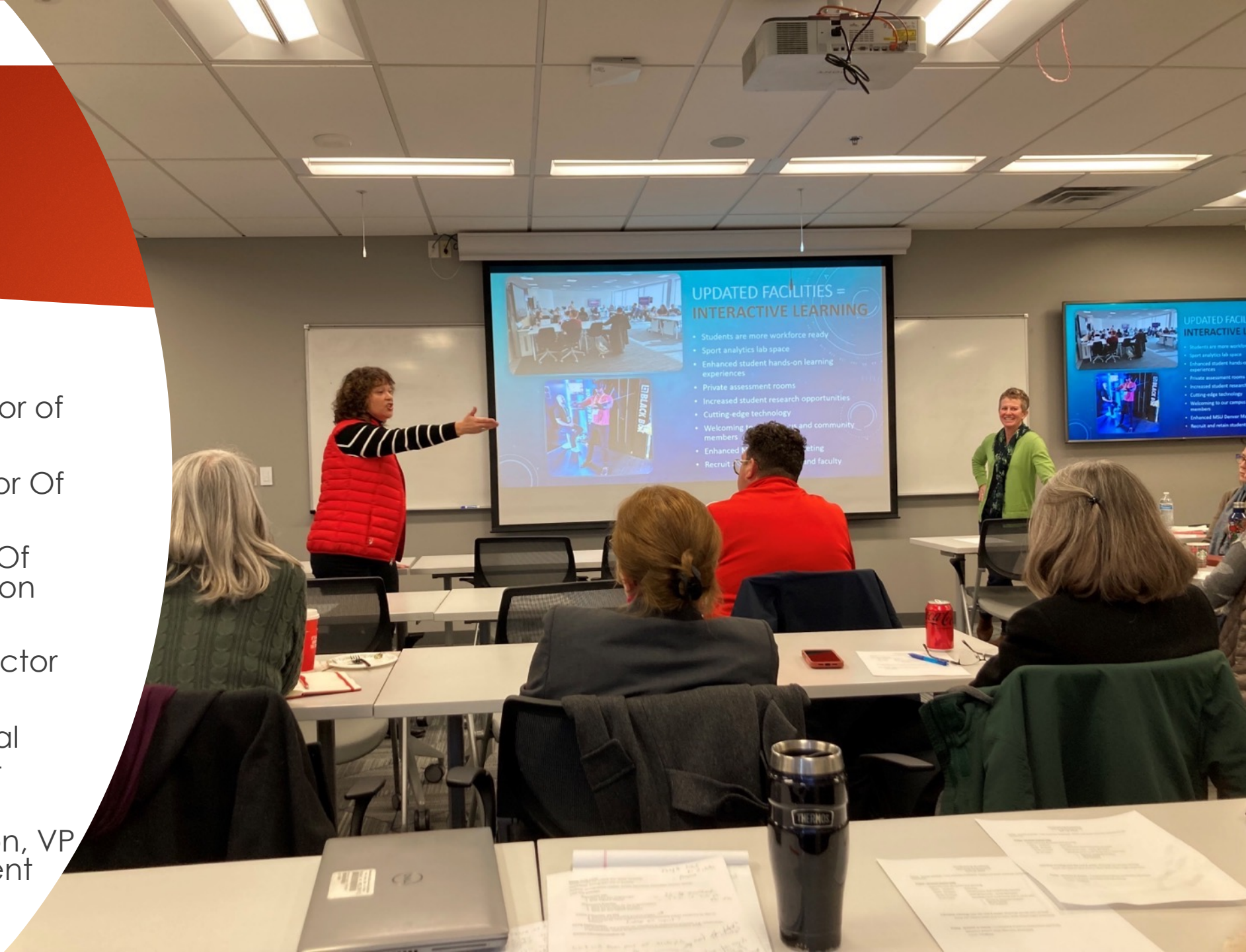


# Fundraising Academy FLC Participants

- Cath Kleier, Associate VP of Faculty Affairs.
- Matt Jenkins, Faculty, Art
- David Lamothe, Asst Dir. of Sports, Campus Recreation
- Adrienne Martinez, Assoc. VP, C2Hub Initiatives
- Rachel Hawley, Staff, Student Academic Services.
- Inge Wefes, Faculty, Associate VP for Graduate Studies
- Nona Shipman, Co-Director, One World One
- Megan Hughes, Faculty, Director, Honors Program
- Katie Strain, Faculty, Lab Manager, Brewery Operations
- Kristy Duran, Faculty Dir. of Undergraduate Research
- Elizabeth Kleinfeld, Faculty, Writing Center Director
- Elizabeth Parmelee, AVP for Undergraduate Studies
- Lauren Koppel, Assoc Director of Scholarship Support & Retention
- Lillian Manygoats, Dept Coordinator, Centers and Programs
- Theresa Buxton, Faculty, Nursing Department Chair
- Sara Jackson Shumate, Dir. Center for Individualized Learning
- Jo Erven, Director of the Center for Internal Audit
- Gina Cook, Director of International Business programs
- Chris Jennings, Dept Chair of Journalism and Media Production
- April Schofield, Dir Center for Professional Selling
- Caitlin Fine, Faculty, Elementary Education and Literacy
- Britt Lane, Faculty Dir. of Graduate Programs-School of Ed.
- Mike Hengst, Faculty, Music
- Clay Daughtrey, Faculty, Marketing, **Facilitator of FLC**
- Raenea Gomez, Policy and Process MGR, Graduate Studies
- Shayla Bischoff, Staff, Assistant to AVP for Undergraduate Studies

# Fundraising Academy FLC - Presenters

- ▶ Susan Bertelsen, 2022-23 Faculty Fellow
- ▶ Brandi Rideout, Sr. Director of Alumni Engagement
- ▶ Evann Coad, Asst Director Of Annual Giving
- ▶ Zacary Tardiff, Exec. Dir. Of Corporate and Foundation Relations
- ▶ Genevieve Laca, Sr. Director of Major Gifts
- ▶ Timothy Hawkins, Proposal Development Specialist - OSRP
- ▶ Christine Marquez-Hudson, VP of University Advancement





# Fundraising Academy Progress



- ▶ Thirteen FLC members are currently meeting with UA staff to develop and implement their fundraising ideas.
- ▶ A majority of participants wanted to learn about UA and the Fundraising process. Will consider fundraising in the future.
- ▶ University Advancement considering offering another Fundraising Academy in the future.



# Interested in Facilitating an FLC?

Applications accepted  
throughout the year



Fill out an application  
on the CTLD website!

Focused on scholarly exploration of a specific teaching and learning topic or question.

Members of a SoTL FLC commit to working together during 2-3 semesters to conduct a SoTL study or create a piece of SoTL scholarship together.

**3 SoTL FLCs occurred in 2023-24**

Scholarship  
of Teaching  
and  
Learning  
(SoTL) FLCs

# SoTL FLC

## Explorations of Multimodal Pedagogies in Online, In-Person, and Hybrid Courses through Self-Study

### **Facilitator**

Ingrid Carter, Professor of  
Elementary Education



### **Members**

- Letitia Pleis, Professor of Accounting
- Paris Prestridge, Assistant Professor of Health Professions
- Michele Trujillo, Associate Professor of Special Education
- Tina Herring, Professor of Special Education



# SoTL FLC Explorations of Multimodal Pedagogies in Online, In-Person, and Hybrid Courses through Self-Study

## **What is Self-Study?**

Self-study is a methodology wherein the educator explores their own teaching with the intent of reflection and insight to improve their practice.

Self-study is action-oriented and allows the instructor to examine multiple perspectives of “self.” Thus, the purpose of self-study is reflective, it inspires change and improvement to one’s practice, and it provides pedagogical insights to others (Pithouse, Mitchell, & Weber, 2009).

# SoTL FLC Explorations of Multimodal Pedagogies in Online, In-Person, and Hybrid Courses through Self-Study

**Research question: *In what ways can we holistically elevate student experiences in the online/hybrid/hyflex courses we teach?***

- Delved into self-study literature
- Discussed our values and goals for our online/hybrid teaching
- Reflecting on our students and how to elevate their experiences
- Read and discussed books about “ungrading”
- Collected data
  - Individual Teaching Journal (typically at least one entry per week for each of the 15 weeks of the semester)
  - Critical Friends Meeting Recordings (~every 2 weeks throughout entire 15-week semester, 8 one-hour meetings total)
  - Course Assignment Description and Rubric

# SoTL FLC

## Explorations of Multimodal Pedagogies in Online, In-Person, and Hybrid Courses through Self-Study

Submitted conference proposal:

- Carter, I., Prestridge, P., Trujillo, M., Pleis, L., & Herring, T. (submitted). *Exploring assessment and feedback to elevate students' experiences in online and hybrid courses: A collaborative self-study*. Proposal submitted for the 31st Annual Scholarship of Teaching and Learning Summit, virtual.







### **Co-Facilitators:**

- ▶ Philip E. Bernhardt, Professor of Secondary Education
- ▶ Bridget Arend, Assoc Director of Teaching & Learning, CTLD

### **Members:**

- ▶ Dennis Rudnick, Elementary Education
- ▶ Mark Koester, Mathematics
- ▶ Mehpara Qadir, Graduate Student, Education

# SoTL FLC Faculty Perceptions on Grading and Assessment

# Gathered ideas at the MSU Denver Research Symposium

## Faculty Perspectives about Assessment & Grading

Philip E. Bernhardt, Secondary Education  
Bridget Arend, Center for Teaching, Learning and Design  
Mark Koester, Mathematics and Statistics  
Dennis Rudnick, Elementary Education  
Karen Marie Jaramillo, Chicana/Chicano Studies

MSU DENVER Center for Teaching, Learning and Design  
This SoTL FLC is supported by the CTLD

Share your thoughts with us!

### Why do we grade in the way that we do?

- Current grading practices were developed during the industrial revolution to assimilate the masses for factory labor and focused on sorting, efficiency, and productivity (Feldman, 2019).
- Faculty concerns about grading include inconsistent meanings, a focus on extrinsic motivation, and negative side effects (Blum, 2020).
- "Ungraded" classes eliminate grades as many assignments as possible and focus on feedback (Clark & Talbert, 2023).
- How we grade is a reflection of our professional identity (Feldman, 2019).
- No formal training or rules about grading exist in higher education.

How did you learn how to grade?

*I'm still learning how to grade.*

### If you could change one thing about how you assess student learning, what would it be?

*No failing Grades, Pass/Fail*

*No one passes unless everyone passes. Or, passing based on effort.*

*Assess (grades) affect vs. performance alone.*

*Even I feel how my personal feelings affect my grading.*

*Grading based on effort.*

*Students decide what grade they deserve based on syllabus.*

*I would love to get rid of grades in courses.*

*Pass/Fail*

*Continuous grading.*

*Focus on implementation, talk to deans, show no stop.*

*Measure Individual Growth rather than compare student.*

### This cross-disciplinary SoTL FLC was created to explore equity-based alternative assessment methods. We are taking an inquiry-based approach into faculty perspectives and about grading and assessment.

- We have noticed a gap in the literature regarding faculty perspectives towards alternative grading practices.
- We plan to survey faculty at MSU Denver about their perspectives.

### Would you ever get rid of grades within your course?

Yes  No

*Maybe*

### References

Blum, S. D. (2020). *Ungrading: Why rating students undermines learning (and what to do instead)*. West Virginia University Press.

Clark, D., & Talbert, R. (2023). *Grading for Growth: A Guide to Alternative Grading Practices that Promote Authentic Learning and Student Engagement in Higher Education*. Taylor & Francis.

Feldman, J. (2018). *Grading for equity: What it is, why it matters, and how it can transform schools and classrooms*. Corwin Press.

# SoTL FLC Faculty Perceptions on Grading and Assessment



Developed a survey to investigate faculty perspectives on changing grading and assessment practices within higher education institutions (184 responses)

1. What are faculty perspectives about changing their grading and assessment practices?
  2. What institutional and cultural factors inform faculty to change their grading and assessment practices?
  3. How might faculty sociological understandings and personal beliefs (ontoepistemic heritages) inform how they consider equity in their grading and assessment practices?
- **Proposal accepted** to the 5th Annual Grading Conference!

Announcing the 2024 Grading Conference –  
Higher Ed Focus  
*June 13th – 15th, 2024 Online*

# SoTL FLC Faculty Perceptions on Grading and Assessment



## SoTL FLC

Exploring the  
Use of  
Generative AI  
for Teaching  
and Student  
Engagement

**Facilitator:** Steve Geinitz,  
Computer Science



**Members:**

- ▶ Ranjidha Rajan, Computer Science
- ▶ Smita Singh, School of Hospitality
- ▶ Kwabena Peprah, Marketing
- ▶ Kathryn Crim Shrumm Schmidt, Philosophy
- ▶ Sam Jay, Communication

# SoTL FLC

## Exploring the Use of Generative AI for Teaching and Student Engagement

### Phase I

- ▶ The Instructional Review Board-approved survey was developed by Smita Singh, Ph.D., assistant professor; Ranjidha Rajan, Ed.D., professor; Steve Geinitz, Ph.D., assistant professor; and Samuel M. Jay, Ph.D., director of Faculty Affairs. Its aim was to understand faculty perception, use and nonuse of generative AI for educational purposes.

### Phase II

- ▶ The second phase (Project 2) of data collection is underway and focuses on how generative AI is being integrated into classroom assignments.
- ▶ This portion of the research project is a longitudinal study aimed at uncovering how students' perceptions of generative AI in the classroom change over time and is led by Rajan and Geinitz, as well as Kate Schmidt, Ph.D., and Kwabena Peprah, DBA.

# SoTL FLC

## Exploring the Use of Generative AI for Teaching and Student Engagement

### Phase I faculty survey highlights:

#### Why MSU Denver faculty members are using or not using generative AI

- 61.5% of respondents answered that they *have not* used any generative-AI tools for educational purposes, while 38.5% of respondents answered that they *have* used generative-AI tools for educational purposes.
  - Note: The faculty members most likely to have used generative AI for educational purposes are faculty members with 10 or more years of teaching experience *or* faculty members with three or fewer years of teaching experience.
- 38% of respondents answered that fear and lack of understanding, cost of and access to resources and/or technical and ethical challenges were standing in the way of their usage of generative AI for educational purposes.
- 24% of respondents avoided using these tools because of concerns about academic integrity and misuse, while 16% refrained due to concerns about reliability and veracity.
- In total, 78% of respondents admitted that unfamiliarity with generative AI was the driving factor behind their nonuse.



# SoTL FLC

## Exploring the Use of Generative AI for Teaching and Student Engagement

### Concerns impacting MSU Denver faculty use/nonuse of generative AI

- 29% of respondents answered that they were concerned about generative AI's impact on academic integrity, increased plagiarism and/or decreased critical thinking.
- 20% of respondents shared that they were concerned about the ethical implications, misuse/overreliance and/or loss of originality related to generative AI usage.
- 8% of respondents reported that cheating was the main concern they had with using generative AI for educational purposes.

### Faculty members are using generative AI in the classroom creatively

- 32% of respondents said they were using generative AI as a pedagogical tool or for enhancing creativity and research skills.
- 26% of respondents answered that they were using generative AI as an educational aid, for assignment assistance or as a research and analysis tool.
- 18% of respondents shared that they were using generative AI for educational-content creation, assessment-process development and/or classroom engagement and enhancement.

# We are currently recruiting SoTL FLC Facilitators for 2024-2025!

Looking for facilitators to lead a scholarship project about:

- Crafting Assessments in the Age of AI
- Setting Appropriate and Equitable Boundaries with Students
- Student Engagement in Asynchronous Courses
- Or other ideas proposed by faculty!

Interested? View the CTLD website and contact Bridget Arend with questions or to suggest a project.

# Interested in Facilitating an FLC?

Applications accepted  
throughout the year



Fill out an application  
on the CTLD website!



# Open Educational Resources (OER) FLC Facilitators



Emily Ragan  
Chemistry and Biochemistry



Brian Healy  
Communication Studies

# What are Open Educational Resources?

- ▶ **OER** are free teaching, learning, and research materials that have been licensed in a special way so that faculty can adopt or adapt them for their students.



open = free + **permissions**  
(to keep, use, copy, share,  
edit, and remix!)



# How can faculty benefit from the OER FLC?

Seven session FLC, 1.5 h sessions on Teams

- ▶ Introduction to OER and open licensing; searching for OER
- ▶ Tools that work well with OER (hypothesis, GoReact, etc.)
- ▶ Open Pedagogy: how can we engage our students as scholars in authentic (rather than disposable) assignments?
- ▶ Presentations from fellow faculty using OER: Felix Flores, Marketing (F23) and Alycia Palmer, Chemistry (Sp24)
- ▶ Presentations from guest speakers: Meggie Mapes of KU and Alex McDaniel in Fall 23; Lindsey Schreiber of the CTLD in Spring 24
- ▶ Sessions with OER PR Intern (Jake Smith Fall 2023, Bri Mangiamele in Spring 2024)
- ▶ Last two sessions: faculty share out about their projects. This part is always so much fun!





Fall 2023: Nine faculty from Art, Africana Studies, Engineering, GWS, Marking, Nutrition, & Sociology and Anthropology; 2 facilitators





Spring 2024: 12 participants and 2 facilitators from CTLD, Chemistry, Communication, Engineering, Health Professions, Music, Psychology, & Hospitality



**Exploring  
Translanguage  
Possibilities in  
MSU Denver  
Courses FLC**



Lina Martin Corredor  
School of Education



Caitlin Fine  
School of Education

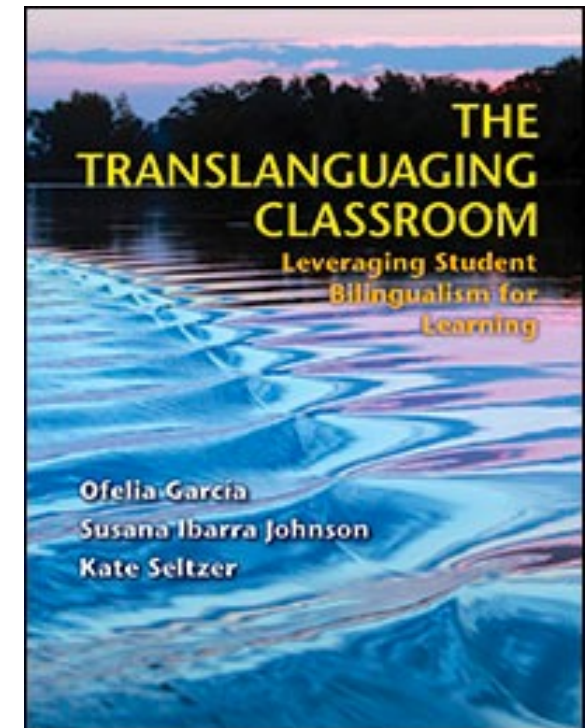


# What communicative resources count for learning in MSU Denver courses? Exploring translanguaging possibilities

15 faculty members from Education, Psychology, French & Geology came together to learn about translanguaging as a linguistic justice imperative & how to welcome it through pedagogical designs.

## **Focal Topics**

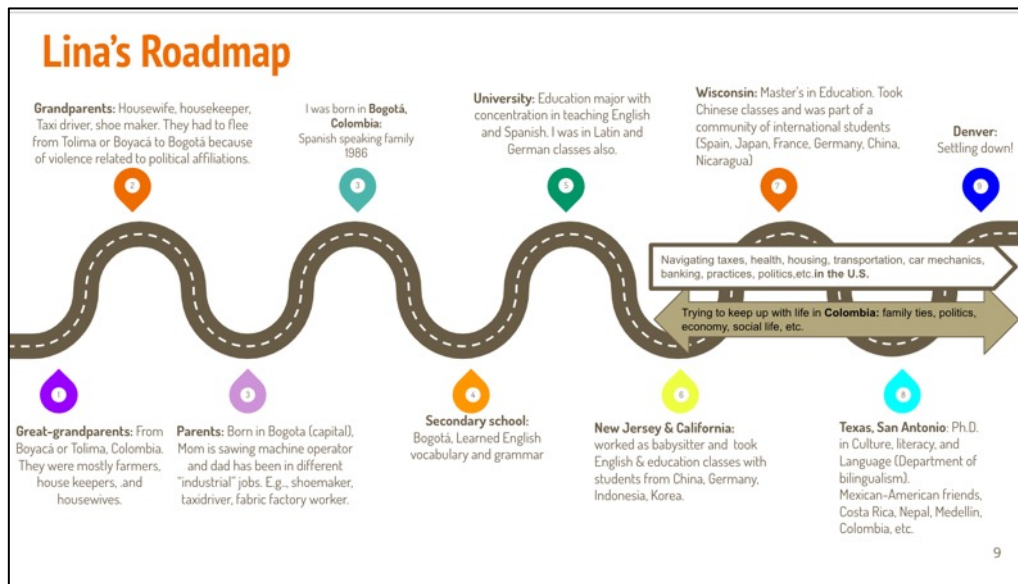
- What is translanguaging?
- How can I get to know my students' language profiles?
- What are translanguaging stances and why are they important?
- What is the multilingual ecology of my department / building?
- What are translanguaging pedagogical designs and how can I modify my course syllabi to welcome translanguaging?
- What are colleagues doing to welcome translanguaging into their courses at other universities?



# What communicative resources count for learning in MSU Denver courses? Exploring translanguaging possibilities

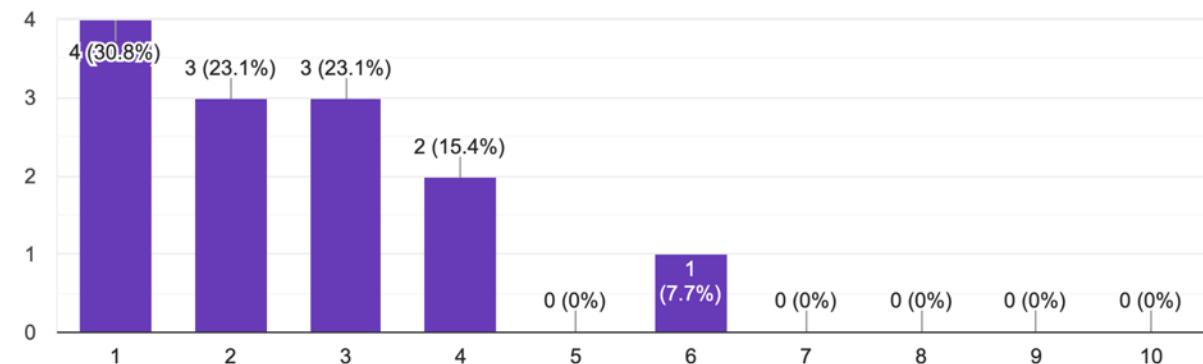
## Highlights

- ▶ Completing **multilingual ecology questionnaires** for our departments / buildings
- ▶ Creating and sharing our own **language profiles**



Home language practices are recognized by all instructors and used for teaching and learning.  
Instructors use translanguaging strategically.

13 responses



# What communicative resources count for learning in MSU Denver courses? Exploring translanguaging possibilities

## Highlights

- ▶ Naming our **translanguaging stances**
- ▶ Planning **syllabus changes** for Fall 2023
- ▶ **Chatting with colleagues** from UT Austin, UT San Antonio & UT Rio Grande Valley

<b>Current Practices</b> What do you currently do?	<b>Changes</b> How are you modifying your course to incorporate Translanguaging? (e.g., activities, projects, materials, syllabus)
Teacher candidates (students) write lesson plans to enact in their field.	Include practices in our college classroom...i.e. Turn and talk--using their language resources.  Include at least one occasion where I have students assigned partners according to their preferred language--  Reflect on lesson spaces where translanguaging can be included in lesson plans.  Examine written lesson plans with partners--to consider where optional modalities can be included.

 Anonymous 2mo

### **Translanguaging in the world language classroom**

[Possible syllabus language: brainstorm draft] Your linguistic repertoire goes beyond traditional distinctions informed by national/regional boundaries. While learning a world language does require thinking in terms of L1, L2, etc (and maintaining these distinctions), several of our classroom activities will allow you to use your full linguistic repertoire as a way of inviting your full, authentic selves into the classroom.



# How can we create more inclusive and equitable spaces for teaching and learning that honor, explore, and extend the cultural, linguistic and literacy practices of students?

- ▶ Implementation of self-created goals
  - ▶ Syllabi modifications
  - ▶ Design of class resources and activities
  - ▶ Translanguaging instruction
- ▶ Collaborative research
- ▶ Reflections on learning experiences
- ▶ Future directions at the micro & macro levels

## Return to Translanguaging

**Translanguaging:** MSU Denver welcomes students from diverse domestic and global communities, and their unique perspectives enrich our learning community. For some students, English is not their primary language, and allowing students to bring their full language resources into this class may help them learn and contribute to the class. Translanguaging allows for just that – you can engage with this course with languages other than English in many ways, which we will discuss throughout the semester. Adopting translanguaging in the classroom is an important step in achieving equity and inclusion in the classroom. Language is more than just a way of communicating. Appreciating that fact helps students feel included and can lead to better understanding for students that do not think or identify with English as a first language.

## Who am I and How Do I Learn?: Assignment Description

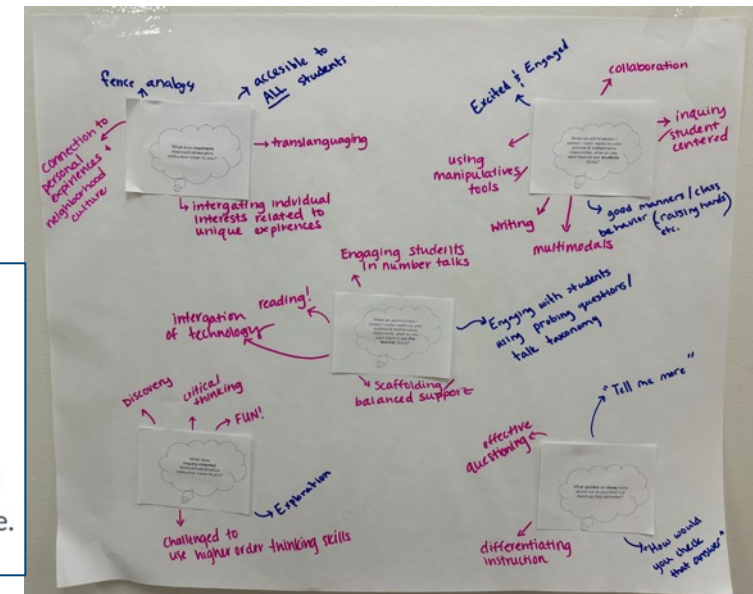
As we work to build our classroom culture and as we work to get to know one another, I am asking you to write a brief autobiography that answers the following question: Who am I and how do I learn? You can share as much or as little as you'd prefer, but this document should, in some way, help me learn about who you are, why you want to be a teacher, how you learn best, and what assets and funds of knowledge you bring to our learning community. Again, you can write about what you prefer, but I'd love to learn about: your educational journey, your full range of linguistic assets, concerns you have for this course, and what I can do to best support you!

Steps to completion:

1. Thoroughly read the assignment description if you haven't 😊
2. Write a bit about yourself!

Format Expectations:

1. This is open format. You can share a story, list the questions I pose above, or any other method of writing that you prefer!



- Home
- Announcements
- Syllabus
- Modules
- Grades

## EDU 3666 Equity and Translanguaging Objective

I would like to welcome every one of you. I also want to honor your complex and intersectional identities as important, relevant and valuable. In this class, we will build on each of our unique ways of knowing, funds of knowledge, cultural backgrounds, and experiences in attempt to make you all feel comfortable and valuable as learners. There will be spaces in this course and in the assignments for you to use your full linguistic repertoire.

# Participants



**Susan  
Arendt**



**Krista  
Griffin**



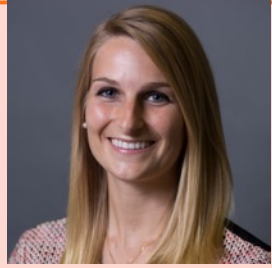
**Maria  
Magallanes**



**Daniel  
Moore**



**Andreea  
Prundeanu-  
Thrower**



**Cassandra  
Bailey**



**Corey Sell**



**Ingrid  
Carter**



**Andrew  
Walton**



**Chad  
Mortensen**



**Aaron  
Richmond**



**Chris Garris**



**Barb  
EchoHawk**




**Caitlin Fine**



**Lina Martín-  
Corredor**





A close-up portrait of a woman with brown hair, wearing black-rimmed glasses and a dark patterned top. She is smiling broadly, showing her teeth. The background is a light, neutral color.

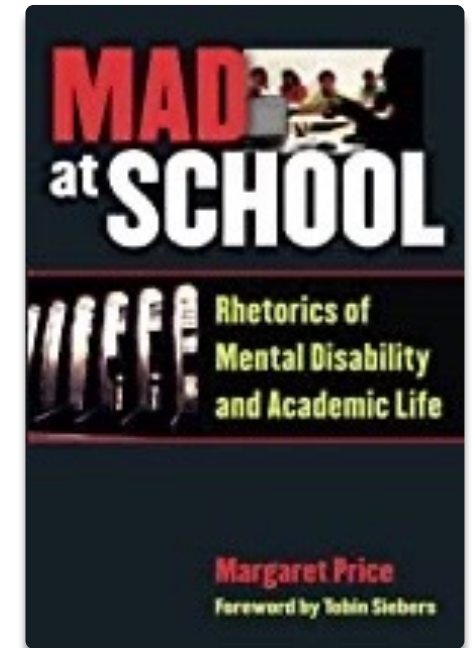
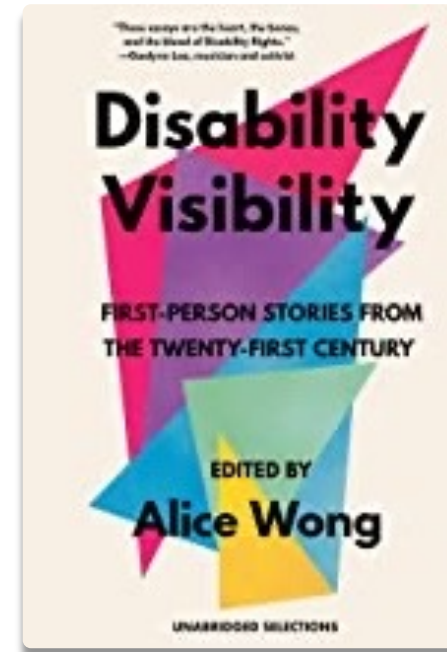
**Benefits and  
Logistics of an  
Interdisciplinary  
Disabilities  
Studies Minor FLC**

Elizabeth Kleinfeld  
English



## The Benefits and Logistics of an Interdisciplinary Disabilities Studies Minor at MSU Denver: An Exploratory FLC

- ▶ We included faculty, staff, and students in discussions
- ▶ Members: Alexis Bachik, Zach Clark, Melissa Cermak, Jeanne Connelly, Julie Clockston, Sonny Dhoot, Corey Hecker, Lisa Kirsch, Elizabeth Kleinfeld, Owen Rigot, Anahi Russo, Marcia Walsh-Aziz
- ▶ Read Alice Wong's *Disability Visibility* (an anthology of essays and poetry by disabled people) and Margaret Price's *Mad at School* (scholarly book about neurodiversity in academia)



# The Benefits and Logistics of an Interdisciplinary Disabilities Studies Minor at MSU Denver: An Exploratory FLC

## Highlights:

- Explored models and how to make the minor accessible
- Created a minor in Disabilities Studies that is available through the IDP



# Interested in Facilitating an FLC?

Applications accepted  
throughout the year



Fill out an application  
on the CTLD website!