Checklist for Designing an Inclusive Syllabus

What and how students will learn: The Learning-Centered UDL Syllabus

- ❑ Vision/Goal Statement
- ❑ Detailed **course schedule**
- ❑ Research and writings from authors of **diverse backgrounds** and offering **multiple perspectives**
- ❑ **Experiential learning:** Relevant and connected to **students' life experiences** and **funds of knowledge** and **real-world issues**
- ❑ Variety of in-and out-of-class **learning activities** that allow students to learn in different ways and through various modalities
- ❑ Clear student **learning objectives** related to course content AND the required learning processes
- ❑ **Assignments** offer multiple **options, flexibility, choice**, various ways of developing and demonstrating knowledge
- ❑ **Scaffolding** of extensive assignments with options for review, feedback, revision
- ❑ **Fair** and **clear assessment criteria:** Rubrics, checklists, rationales for grading
- ❑ Learning **objectives** and **assignments/assessments** are **well aligned**

What will help students to learn: Inclusive and Supportive Course Policies

- ❑ Disability Accommodation and Inclusive Learning Statement with hyperlinks to campus and other resources
- ❑ Inviting Office Hours Statement
- ❑ Expansive Academic Honesty Statement with hyperlinks to campus and other resources
- ❑ Pronoun Policy
- ❑ Course Value & Norms Statement

Rhetoric

- ❑ Welcoming and inviting tone
- ❑ Use of personal pronouns
- ❑ Cooperative language

Redundancy across modes

- ❑ Use of icons & logos
- ❑ Images of key authors, textbooks
- ❑ Visuals to represent main concepts
- ❑ Word clouds
- ❑ Visual representation of grade distribution
- ❑ Digital syllabus on course website

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Readability & Accessibility

- ❑ Clear hierarchical structure of document, using headings
- ❑ Table of Contents with in-document hyperlinks
- ❑ Text: 12-14 point sans serif font; 1.5 line spacing; bold or underline to emphasize text
- ❑ Text distribution: digestible sections for learners with reading disabilities, non-native English speakers, attention-deficits
  - ▪ Text boxes
  - ▪ Columns
  - ▪ White space
  - ▪ Margins
  - ▪ Bullet points
  - ▪ Tables
- ❑ Accessible color design
- ❑ Alternative text for images (Format picture, Properties, Alt Text)
- ❑ Check with accessibility checker
- ❑ Flexible text that can be altered by the user

Readings & Resources

Articles

- ❑ Bers, T. H. Davis, B. D., and Taylor, B. (2000). The use of syllabi in assessments: unobtrusive indicators and tools for faculty development. *Assessment Update* 12(3), 4-7.
- ❑ Palmer, M. S., Wheeler, L. B., & Aneece, I. (2016). Does the Document Matter? The Evolving Role of Syllabi in Higher Education. *Change: The Magazine Of Higher Learning*, *48*(4), 36-46
- ❑ Womack, A. (2017). Teaching Is Accommodation: Universally Designing Composition Classrooms and Syllabi. *College Composition & Communication*, *68*(3), 494-525.

Web Resources

- ❑ CAST - About Universal Design for Learning

- ❑ CAST-UDL On Campus - UDL Syllabus

- ❑ Diagram Center - Making Images Accessible

- ❑ Ensuring Access through Collaboration and Technology (EnACT) project - Universal Design for Learning and your Syllabus

- ❑ Kairos PraxisWiki - Suggested practices for syllabus accessiblity statements

- ❑ Tulane University - Accessible Syllabus

- ❑ UDL Syllabus Rubric

- ❑ A Guide to Assessing the Focus of Syllabi - University of Virginia

- ❑ Mike Wesch - Steps toward a big idea syllabus

"Six Principles of an Inclusive Syllabus"
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