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

“Six Principles of an Inclusive Syllabus”
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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

Web Resources
- [CAST - About Universal Design for Learning](https://www.cast.org/)
- [CAST-UDL On Campus - UDL Syllabus](https://udl.cast.org/)
- [Diagram Center - Making Images Accessible](https://diagramcenter.org/)
- [Ensuring Access through Collaboration and Technology (EnACT) project - Universal Design for Learning and your Syllabus](https://www.ensuringaccess.org/)
- [Kairos PraxisWiki - Suggested practices for syllabus accessibility statements](https://praxiswiki.kairos.org/)
- [Tulane University - Accessible Syllabus](https://www.tulane.edu/)
- [UDL Syllabus Rubric](https://www.cast.org/resources/udl-rubrics/)
- [A Guide to Assessing the Focus of Syllabi - University of Virginia](https://library.virginia.edu/profdev/syllabus.html)
- [Mike Wesch - Steps toward a big idea syllabus](https://mikewesch.org/)

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