**Checklist for Creating a Syllabus Using Universal Design Best Practices**

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| **Elements** | **Exemplary Universally Designed Syllabus** | **Check** |
| **Instructor Information** | Syllabus offers varied ways to contact instructor for student questions or concerns and provides brief overview of instructor. |  |
| **Textbooks** | Syllabus lists required and recommended textbooks with information about where they can be purchased. Electronic equivalent provided or texts ordered early to ensure timely conversion in an alternative format. Short statement provided as to why the textbook was selected. |  |
| **Course Assignments****(explanation)** | Syllabus clearly explains and links all learning objectives, course requirements/ assignments, and appropriate due dates. |  |
| **Course Assignments****(examples)** | Syllabus provides detailed guidance on how to complete major course projects, activities or papers and offers links to examples and illustrations as appropriate. |  |
| **Course Assignments****(submission)** | Syllabus provides multiple ways for all students to submit course assignments. (i.e. hard copy, emailed, submitted via Canvas) |  |
| **Course Assignments****(grading)** | Syllabus stipulates grading criteria for all course requirements and offers detail on items requiring further clarification and links to instructor grading rubrics. |  |
| **Course Calendar** | Syllabus and Canvas utilize a course calendar to specify and periodically reinforce due dates, highlighting key course events and activities |  |
| **Student Resources** | Syllabus contains general information about student-oriented campus resources and highlights specific additional resources that may be unique to this course |  |
| **Format** **(length)** | Syllabus is carefully crafted to provide sufficient information and guidance. Avoid large blocks of text. Include only need-to-know information in the syllabus and link nice-to-know information to save space. Link to any information that is easily and clearly available elsewhere. Consider using a table of contents with hotlinks to help the student navigate the information. |  |
| **Format****(accessibility)** | Syllabus is made available to students as a hardy copy and as an accessible electronic document that can be read by a screen reader. When creating a Syllabus in Microsoft Word always use “Text Styles” to creating headings. Bullet point lists and text boxes are great ways to organize information. Avoid the overuse of bold, underline and italics.  |  |
| **Format****(available)** | Syllabus is offered and posted in multiple ways so students can access information easily and repeatedly. Consider posting it in Canvas, Google Drive or Dropbox so students can refer to it online at any time. Periodically review key items with your class. |  |
| **Format****(Images)** | Including images can be a great way to add interest to your syllabus. Make sure you include Alterative text (alt text) with any images you include in your document. Alt text allows a screen reader to identify the image. It is a short description of the image (i.e. Drawing of a baseball player). See video in the toolkit on how to create Alt Text. |  |
| **Format** **(Color)** | Make sure you look at contrast of brightness. Avoid using black type over dark colors like red. This will make it easier for students with color blindness to read the text.  |  |
| **Rhetoric** | Use friendly language that invites rather than commands. Use positive words over punishing words. Create an additional needs statement that welcomes all students including those with disabilities to speak to you about possible accommodations or concerns.  |  |

This checklist was adapted from: EnACT~PTD: Ensuring Access through Collaboration & Technology ~ Partnerships, Technology & Dissemination found at [www.udluniverse.com](http://www.udluniverse.com) (2017) and Accessible Syllabus: Accessible classroom resources promote student engagement and agency, by Tulane University found at: <https://accessiblesyllabus.tulane.edu/> (2017)