In this document, we discuss how you can create a more inclusive syllabus. This is based on the work of Kirsten Heller.

According to Dr. Heller, there are six principles related to an inclusive syllabus. They are:

1. **What and how students will learn** (A learner-centered syllabus)
2. **What will help students to learn** (Inclusive course policies)
3. **Rhetoric** (Supportive and inclusive language)
4. **Redundancy across modes** (Effective visuals and images for broader communication)
5. **Readability and Accessibility** (Applying Universal Design for Learning Standards)

**What and how students will learn** – Elements of a more inclusive course to include in a syllabus are:

- Research, writings, and resources from authors/scholars in the field with diverse backgrounds and perspectives.
- Varied learning activities (both in and out of class).
- Opportunities for review, revision, and feedback on significant assignments.

**What will help students to learn** – Examples of information to include on a syllabus that will help students learn are:

- Academic policies (academic integrity, civility statement, and disability services).
- Value statement for course
- Expectations for students and instructors
- Diversity and Inclusion Statement

**Rhetoric** – Ways to create an inclusive tone in a syllabus are:

- Include a welcome in the syllabus.
- Use personal pronouns
- Indicate shared responsibility in the learning process

**Redundancy across modes** – Ways to provide multiple representations of information to help students connect and understand content are:

- Using images of authors, topics, textbooks, etc.
- Presenting key concepts using words and images
- Creating a digital syllabus on the course website

**REFERENCES**