

HOW TO CREATE AN INCLUSIVE SYLLABUS

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.



Experiential learning opportunities that connect student experiences with real world issues.



Varied learning activities (both in and out of class).



Options in assignments/assessment that allow students demonstrate their knowledge



Opportunities for review, revision, and feedback on significant assignments

READABILITY AND ACCESSIBILITY

- Use the predetermined headings provided by word to create the right hierarchical structure in your document
- Where appropriate, create and use a table of content with in-document hyperlinks
- Use 12-14 point, san serif font with 1.5 spacing.
- Use the accessibility checker to insure document is accessible.
- Use Alternative Text for images

For more information on making accessible documents, visit www.oit.utk.edu/instructional/udl/asdf

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

Heller, K. (2018). *Six principles of an inclusive syllabus*. Retrieved from <https://www.mtholyoke.edu/sites/default/files/TLI-TEFD-Checklist-Inclusive-Syllabus-20180613.pdf>

