

Chapter 1: “Six Principles of an Inclusive Syllabus Design” by Kirsten Helmer (2021)
 Kumar, Rita, and Brenda Refaei eds. *Equity and Inclusion in Higher Education: Strategies for Teaching*.
 Cincinnati: University of Cincinnati Press, 2021.

<https://ucincinnatiapp.manifoldapp.org/system/actioncallout/8/5/b/85b46373-60ed-4306-aad5-c5d2fedd7012/attachment/4529658ae84f9a6d1adefce87ee1d570.pdf>

COURSE SYLLABI ARE “UNOBTRUSIVE BUT POWERFUL INDICATORS OF WHAT TAKES PLACE IN CLASSROOMS” (BERS, DAVIS, & TAYLOR, 2000, P. 899)

6 Principles of an Inclusive Syllabus



1 Learning-focused

2



Essential Questions

3



UDL Connections

4



Inclusive Motivating Language

5



Supportive Course Policies

6



Accessible Design

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Checklist

What and how students will learn: The Learning-Centered 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

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