Making your Syllabus more Accessible *AND* Inclusive

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Think of your syllabus as a road map for the course…

- First resource students look to

- Details course expectations, readings, course policies, assignments, etc.

1. Make sure your syllabus is accessible…

Learning begins with access…

ONE:
[Create a *Word* version](#) of your syllabus

TWO:
Use *Sans Serif fonts* (e.g., Arial, Calibri). At least *12pt font*.

THREE:
Use *Headings/Styles*

FOUR:
Use *simple tables*. Avoid merged or split cells.

FIVE:
Label your *table headers*

SIX:
[*Blackboard Ally*](#) can help!

2. Use inclusive language…

Use personal pronouns…

I   Us   We

Include Value's Statements

Any student who has difficulty affording groceries or who lacks a safe and stable place to live and believes this may affect their performance in the course is urged to contact me or Student Affairs for support (studentaffairs@ku.edu). Other resources you may find helpful:

Student Emergency Assistance Fund: https://studentaffairs.ku.edu/emergency-assistance-students

Free Legal Services for Students: www.legalservices.ku.edu

If you have any questions or concerns do not hesitate to raise them in class or with me directly.

Additional Resources:

- Stearns Center – Mason Diversity Statement
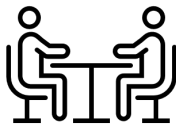- Stearns Center – Creating Inclusive Classrooms

Image courtesy of Mason Online Stories: Teaching Spanish Online

Do your students know the difference between synchronous and asynchronous?

How much time should be spent on course-related activities each week?

How do you define office hours? What will be covered? What will not?

3. Make no assumptions…

4. Include supportive course policies/resources…

E.g., In addition to the Disability Services, consider adding other campus supports (e.g., Writing Center, CAPS, Math Tutoring Center, etc.)

I. Multiple Means of Engagement (e.g., *How-to-take this course video*, define value of course to student -- CAST – UDL Syllabus from CAST)

II. Multiple Means of Representation (e.g., *Syllabus in multiple formats* – PDF, *Email*, *Bb Module*, Word, Audio)

III. Multiple Means of Action and Expression (covered in next section)

5. Apply Universal Design for Learning (UDL) …
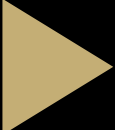
Additional Resources for Syllabi

(checked items covered in presentation)

Creating an Inclusive Syllabus

✓ Stearns Center – Mason Diversity Statement

✓ Stearns Center – Designing Your Syllabus

✓ Stearns Center – Creating Inclusive Classrooms

✓ CAST – UDL Syllabus

• The Learner-Centered Syllabus

• Checklist for Designing an Inclusive Syllabus (Mt. Holyoke Univ.)

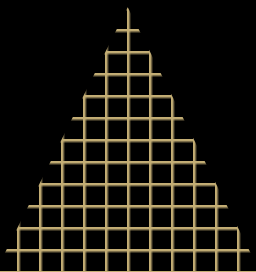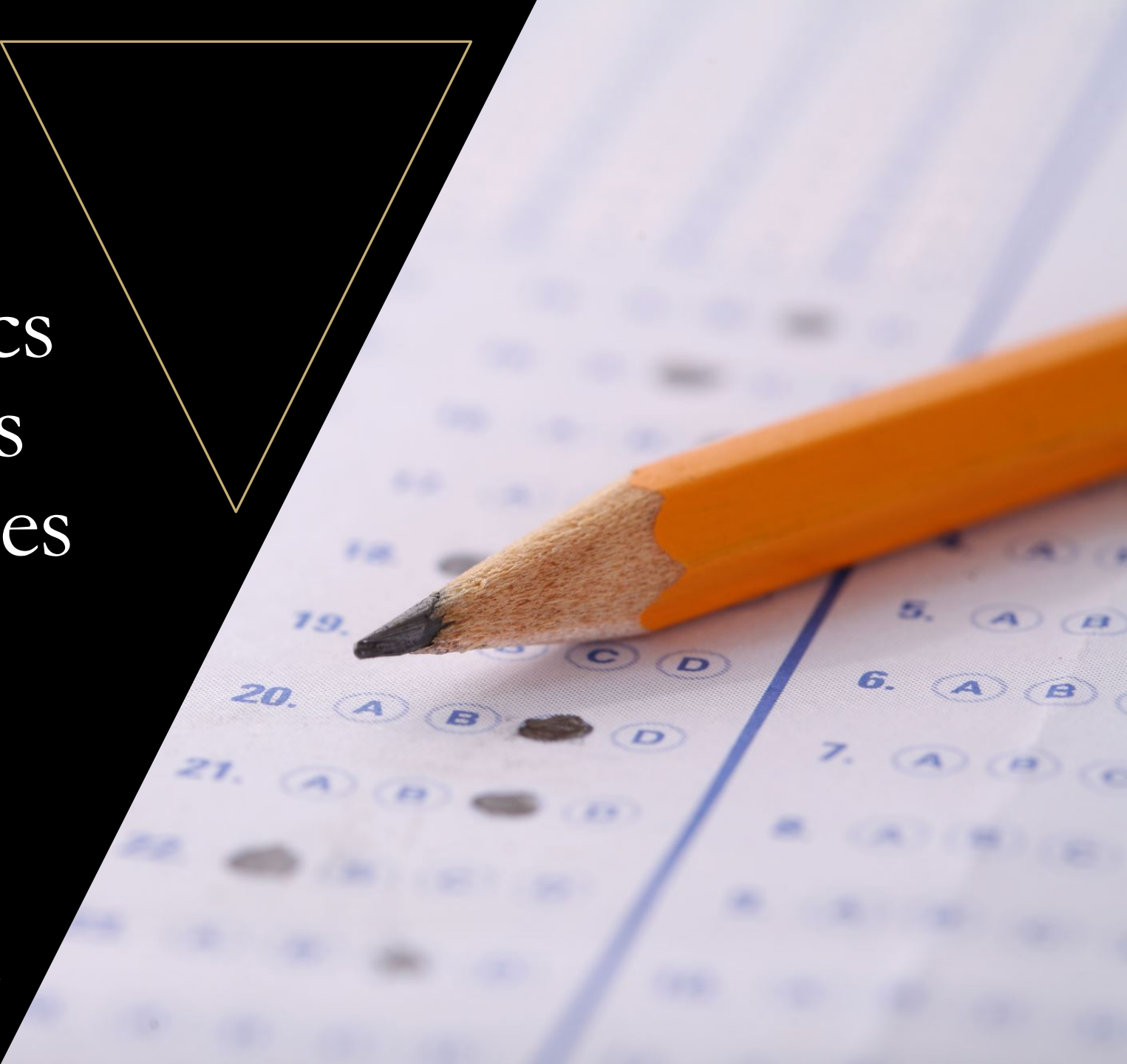• KU Center for Teaching Excellence – Creating an Inclusive Syllabus

Accessibility

✓ Creating Accessible Word Documents

✓ Blackboard Ally for Instructors

• AccessibleSyllabus.com

Equitable Rubrics and Assessments through the lenses of UDL

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Korey Singleton, ATI Manager

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Assessments, Rubrics, and UDL Principle III:
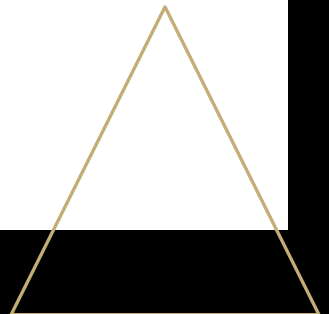## *Multiple Means of Action and Expression*

Offer learners multiple options for expressing comprehension

- **Assessments**
  - Physical response and navigation (vary options for physically responding or indicating selections)
  - Communication (provide alternative media for expression)

- **Rubrics**
  - Executive Functions (i.e., goal-setting, planning, organization, etc.)

ASSESSMENTS & UDL

Physical Response and Navigation:
E.g., Using Quizzes in Blackboard

- Cognitive load issues for keyboard only-users

- Group question types to minimize cognitive load issues

QUESTION 2   10 points

_____ is the silicate mineral with the lowest melting temperature and the greatest resistance to weathering, and as a result, it makes up the great bulk of sand-sized particles.

QUESTION 6   10 points   Save Answer

Multiculturalism is a state in which all sub-cultures in the same society are equal to one another.

- ○ True
- ○ False

Image courtesy of Mason Online Stories: Teaching Spanish Online

Communication:
E.g., *Faculty Team Up to Teach Spanish Online (Mason Online)*

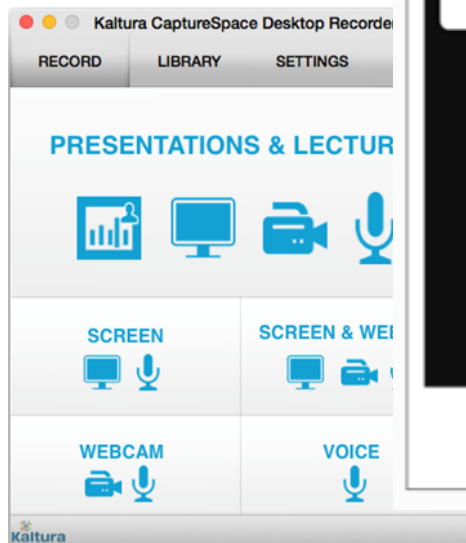*Kaltura* & *VoiceThread* to demonstrate proficiency or oral skills

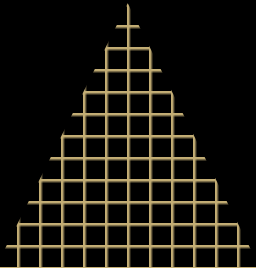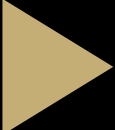Screenshot of Voice Thread courtesy of Dr. Monica Mulholland.

Image courtesy of Mason Online Stories: Teaching Spanish Online

"I had interaction equivalent to that of a face-to-face course through **online blogs and responses** but did not have to endure any of the stage fright experienced when put on the spot in a traditional class setting,"
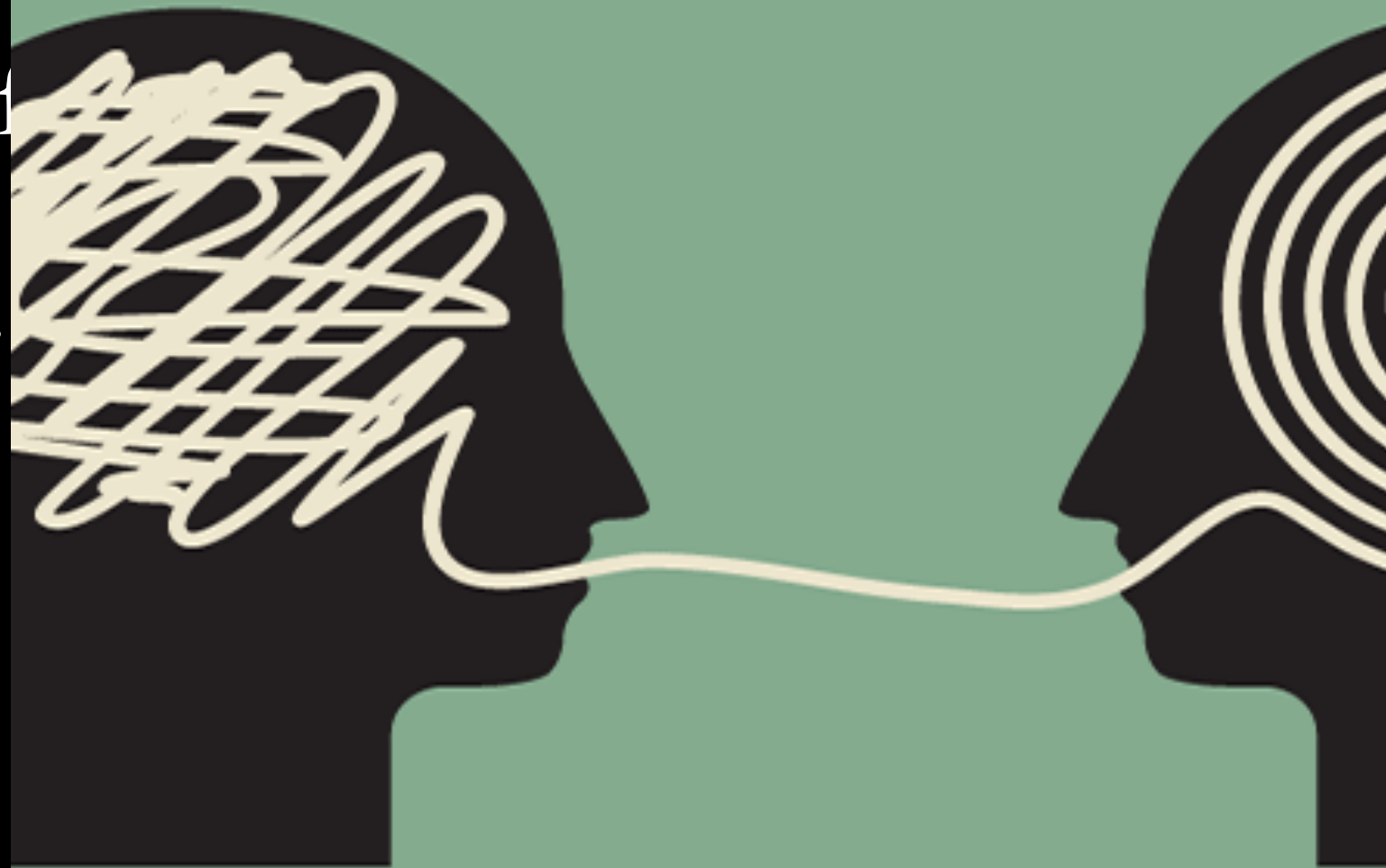
-- P. Crawford

RUBRICS
& UDL

Rubrics demystif
assignment
expectations for
students…

E.g., Analytical Rubric

Analytic Rubric example (written assignment)

Level of performance →

Criteria	Poor	Developing	Superior
Spelling	Lots of spelling errors (didn't use spell check!)	Errors of a specific type, but not consistent or only in technical language	Virtually error free
Draws upon sources	Little or no source material used	Used sources only mentioned in class or syllabus	Draws not only on sources mentioned in class, but also found appropriate new ones
Methodology	No method evident	Chose a methodology but not the best choice, and/or incorrectly applied	Best method chosen and appropriately applied

(Criteria ↓)

- Clearly define expectations and criteria for assignments/assessments (e.g., does not meets/meets/exceeds expectations)

- Offer students clear guidance for improvement

- Very important for students with executive functioning issues (i.e., planning, organization, goal setting, etc.)

Which is best? *Analytical* rubrics or *Holistic* rubrics?

ANALYTICAL

HOLISTIC

ORAL PRESENTATION
THE IBERIAN PENINSULA IN THE PREHISTORY AND THE ANCIENT AGE

		1	2	3	4
Non-Verbal Skills	Eye Contact while reading	Student reads with no eye contact.	Student occasionally uses eye contact.	Generally looks at the audience, but generally to the teacher.	Student is able to present the project looking at the audience and making them feel included.
	Posture	Slumps or leans during presentation.	Sways or fidgets during much of presentation.	Occasionally sways or fidgets, but stands up straight with both feet on the ground most of the time	Stands up straight and still with both feet on the ground, and moves the hands for emphasis
Oral Skills	Elocution	Student mumbles, very low voice and do not use any tonal differences.	Student's voice is low-medium, but part of the audience still has some difficulty hearing presentation. Tonality barely changes.	Student's voice is clear, and most of the audience members can easily hear the presentation. The tone used changes.	Student uses a clear voice, rhythm and tone, so that all audience members can hear presentation.
	Pronunciation	Student does not do any effort regarding pronunciation.	Student pronounces incorrectly some terms, mostly vocabulary of the unit.	Pronunciation is good, but some constructions and terms are incorrect.	Student pronounces mostly everything clearly and correctly.
	Organization	Audience cannot understand the presentation because there is no sequence of	Audience has some difficulty following presentation because student jumps	Students presents information in a logical sequence which audience	Student has a good hook and presents information in logical, interesting sequence

Exemplary = 24	Proficient = 22	Acceptable= 20	Weak= 18	Unacceptable = 16
The presentation addresses the assigned genre. The genre is introduced with a clear definition. All characteristics of the genre and any subcategories are identified and explained. Multiple examples are used to illustrate the genre. A variety of suggestions are provided regarding use of the genre in the classroom. A bibliography 10 books from the genre is provided in correct APA format. The presentation is well-organized, well-written and visually attractive.	The presentation addresses the assigned genre. The genre is defined. Characteristics and subcategories are identified and explained. At least 2 examples of the genre are presented. At least 2 suggestions for classroom use included. A bibliography of 10 books is provided.	The presentation addresses the assigned genre. The genre is defined. Characteristics and subcategories are identified. An example of the genre is presented. A suggestion for classroom use is included. A bibliography of 10 books is provided.	The presentation addresses the assigned genre. Characteristics or subcategories are identified. The presentation lacks examples or instructional suggestions. A partial bibliography is provided.	The presentation does not address the assigned genre. Characteristics or subcategories of the genre are not clearly identified. Examples and instructional suggestions are not included. A genre bibliography is missing.

Benefits of each…

ANALYTICAL

Assessments broken down and scored by individual criterion

Good for formative feedback
- Can assist students with identifying strengths/weaknesses
- Grading is more straightforward

Good for complex assignments (e.g., building an accessible website)

HOLISTIC

One grade to encompass all areas of an assignment

Good for summative assessments

Works well for shorter/simpler assignments (e.g., discussion posts)

Rubrics ensure assessments are evaluated fairly…

"…organizes and clarifies criteria…in such a way that two individuals who apply the rubric to a body of work will generally arrive at a similar score.

Taken from Ternus, M. P., Palmer, K. L., & Faulk, D. R. (2007)

UDL PROGRESSION RUBRIC

Integrating UDL Rubric

Image courtesy of Novak Educational Consulting

Have Questi[ons]

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Assistive Techno[logy]
Creating Accessible Re[sources]

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Additional Resources for Assessments/Rubrics
(checked items covered in presentation)

Grading and Rubrics

- [Stearns Center – Grading](#)

UDL Resources

- ✓ [UDL Guidelines](#)

- ✓ [UDL Progression Rubric](#)

- [Creating Accessible Documents](#)