The Inclusive Syllabus:
A first step in building a welcoming environment.
Fall Semester, 2022

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Course Description
The CSUS Inclusive Syllabus FLC has been developed to promote syllabus redesign efforts to focus on student equity, accessibility, and UDL. Syllabi ensure course information, campus resources and policies are communicated, but should also be accessible and include welcoming language. The Inclusive Syllabus Initiative will optimize tools and technology, syllabus review checklists, and equity-based teaching conversations to prepare inclusive, accessible, and universally designed syllabi.

Course Outcomes
- CO: 1 Produce an accessible syllabus.
- CO: 2 Develop a syllabus incorporating UDL framework concepts

Module Outcomes
- MO1: 1. Describe why accessible design is necessary to ensure that everyone has equal access (CLO 1)
- MO1: 2. Identify concepts, rules, and procedures for accessible document formatting (CLO 1)
- MO1: 3. Apply formatting techniques to design an accessible syllabus (CLO 1)
- MO2: 1. Access resources to incorporate UDL principles into a syllabus
- MO2: 2. Identify Universal Design for Learning principles in your syllabus
- MO2: 3. Apply UDL guidelines in your syllabus

Assessment/Deliverable
Faculty members participating in the Inclusive Syllabus FLC are expected to produce a final accessible syllabus document with language and design choices that promote engaging and inclusive language through affirming practices. Faculty participants will conduct accessibility reviews on their own syllabus using the Microsoft Office Word accessibility checker and the Ally Accessibility tool. Participants will conduct a UDL self-review of their own syllabus and reflect on their communication approaches. Additionally, they will conduct a peer review of a colleague's syllabi. There are three discussion board
requirements using the Canvas LMS. One discussion post will be introducing themselves and one will be a self-reflection on various topics around equity, UDL, and inclusiveness.

**Reading List**

**Accessible Resources**

Accessible Syllabus https://www.accessiblesyllabus.com/
Duke Accessible Syllabus https://sites.duke.edu/dukeaccessiblesyllabus/
Creating an Accessible Syllabus https://www.csun.edu/universal-design-center/syllabus%C2%A0

**Accessible Syllabus Guide**

t-hybrid-syllabus.docx https://csus.instructure.com/courses/49274/files/10732632?wrap=1
t-online-syllabus.docx https://csus.instructure.com/courses/49274/files/10732634?wrap=1

CSUS Accessible Instructional Materials https://www.csus.edu/information-resources-technology/ati/instructional-materials.html

**UDL Resources**

UDL Graphic Organizer_v2-2_pdf https://csus.instructure.com/courses/83969/files/12128453/download?wrap=1
UDL Syllabus Guide.docx https://csus.instructure.com/courses/83969/files/12128533?wrap=1
UDL On Campus Syllabus http://udloncampus.cast.org/page/planning_syllabus

**Equity Syllabus (introduced in IS Part 1 with a deeper dive in IS Part 2)**

Online Syllabus Review Guide http://cue-equitytools.usc.edu/


**Methods of Instruction**

All meetings for the FLC will be online, some sessions will be asynchronous, and some will be synchronous.

**Required Materials**

Links to required readings and videos can be found in Canvas.
A list or links to required texts, instructional and technology materials to be used throughout the course, including technology requirements (e.g., access to specific software applications and learning management system (LMS)). When materials are provided electronically, this requirement may be satisfied by providing information in the syllabus regarding where links to required instructional materials may be accessed.
Land Acknowledgment
Sacramento State gives honor and respect to the Native ancestors that cultivated the land and to the Black and Brown Indigenous labor connected to this territory on which I live and where our campus physically gathers. Our campus operates on the traditional and ancestral homelands of the Miwok, Wintu, Maidu, Nisenan, and Patwin Native peoples and sustains itself by the hands of past and present African, Asian, and Latinx indigenous labor. We recognize the importance of acknowledging the original stewards of the land and ask that we consider our ancestors and our relationship to the land we are on.

Course Meeting Schedule
TBA

Course Schedule

<table>
<thead>
<tr>
<th>Week 1</th>
<th>TBD</th>
<th>Introductions Discussion #1</th>
<th>Week 5</th>
<th>TBD</th>
<th>Topic: UDL Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 2</td>
<td>TBD</td>
<td>Topic: Accessibility Resources</td>
<td>Week 6</td>
<td>TBD</td>
<td>Topic: UDL Syllabus Deliverables due, UDL Discussion #3</td>
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<tr>
<td>Week 3</td>
<td>TBD</td>
<td>Topic: Accessibility Resources, Discussion #2</td>
<td>Week 7</td>
<td>TBD</td>
<td>Topic: Introduce CUE Equity Resources</td>
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<tr>
<td>Week 4</td>
<td>TBD</td>
<td>Topic: Accessibility Deliverable due</td>
<td>Week 8</td>
<td>TBD</td>
<td>Topic: Final Syllabus Due</td>
</tr>
</tbody>
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CTL Culminating event:
Dec. 9, 2022 from 3-4:30 pm

Course Format Description
All course materials will be accessed through Sacramento State’s Learning Management System (LMS) Canvas.

Course Policies

Attendance Policies
There is no mandatory synchronous attendance required. Although highly recommended to attend our synchronous meetings, the meetings will be recorded for asynchronous viewing and placed in Canvas.

Grading Policies
a. The accessibility of the document will be measured using the accessibility checker score in Ally as well as the source program used to create the document. A score of 85% or above is the recommended score for accessibility of items. Deliverables will be graded as a complete/incomplete.

b. The UDL self-review tool will not be graded but checked for completion.
c. Discussion posts in Canvas around self-reflection on various topics around equity, UDL, and inclusiveness are required. These will range from a 1 minute to 5-minute reflection. There will not be a criteria or rubric provided. Deliverables will be graded as a complete/incomplete.

Technology Policies and Guidelines
TBA

Classroom Expectations
Please contribute to an inclusive and respectful culture consistent with the Hornet Honor Code.

Communication Expectations

Feedback Expectations
Each faculty participant will be assigned a facilitator to help guide through the course and provide written and/or oral feedback. Peer reviews of another colleague's syllabi will be required during the equity syllabus module.

Title IX
The University requires faculty and staff to report any personal disclosures of sexual misconduct including rape, dating/domestic violence, and stalking to the Title IX Coordinator. Title IX

Campus Resources
Information Resources and Technology
Universal Design for Learning Program
Center for Teaching and Learning