

CAST | Until learning has no limits™

Accessible Syllabus overview: Use LMS to present course outline and materials in a way that allows people to plan ahead, supports executive functioning, and provides easy access to materials and resources, as well as multiple representations of content. The syllabus also provides you with an opportunity to think about how and where you will provide multiple means of action and expression and multiple means of engagement for each assignment and activity that students are to engage in and to make that clear to students (see specific recommendations).

WHAT TO INCLUDE IN YOUR SYLLABUS

1. **Highlight the main goals of the course and how content and assignments relate to those goals.**

Example: Overview of course goals from an algebra course syllabus:

This course introduces selected algebraic topics with an in-depth application of graphing and mathematical reasoning. The goal of this course is to give you the algebraic foundation necessary to continue in mathematics courses. The material in this syllabus is important to ensure your success in this course.

- Consider breaking up objectives by topic to help students see the structure of course material.
- Include an objective that asks students to identify features of UDL within the course to increase awareness of their own learning preferences and those of the clients they do/will serve in disability leadership.

Syllabus example

Learning process objective: Identify multiple ways in which the material has been represented, multiple ways in which I have expressed my understanding of the material, and specific activities and assessments that have been most engaging to me as a learner.

2. **Clearly lay out student expectations and responsibilities**

- List all assignments/activities and their due dates and include for each:
 - the objectives and how they relate to the broader course topics
 - the requirements (i.e., final product or outcome)

- instructions and any support material (related readings, rubrics, templates, examples, etc.)
- Make clear what's required and where there's flexibility (what are the options for action, expression, engagement within assignments/activities?)

3. Include a detailed calendar with class schedule, required readings, and assignment due dates.

- Support progress monitoring by allowing students to track their assignment completion and grades.
- Include in LMS a well-organized learning guide for each week or unit, including:
 - Main topics and material to be covered that week
 - Specific learning objectives for that week and how they relate to the assignments and content topics
 - Due dates of any assignments, with links to detailed assignment instructions
 - Class outline/agenda
 - Required and optional readings (light vs. heavy options)
 - Summary of key content points in text and graphic format, including connection to bigger picture/other units (this could be something students are asked to create on a weekly basis)
 - Links to related multimodal representations of content and related topics (articles, blogs, videos, podcasts, etc.)
 1. Include options for students to contribute other materials they know of or find
 - Accessible class presentation material (PowerPoints, handouts, etc.)

4. Include a variety of materials, beyond printed text, to increase the options of representation and increase engagement.

- Examples:
 - YouTube videos for extension activities
 - Blogs
 - Accessible slide presentations
 - Accessible and downloadable PDFs
 - Websites that feature real-world applications of content
- Be sure any materials included in the course including text, video, audio, and images, are accessible to all learners.

- o See [UDL On Campus](#) for tips and resources for accessible educational materials.

Other examples and resources

- View this [screen recording](#) of an instructor introducing herself and her course syllabus using a web conferencing tool, demonstrating the various ways that she will incorporate UDL into her mathematics course. Notice how she clearly lays out the course objectives, student expectations and responsibilities, assignments and due dates, course materials, and related websites.
- See [UDL On Campus](#) for more information on how to create a UDL syllabus, including specific examples of syllabus components.
- See a [rubric](#) for ensuring a UDL syllabus
- **Graphic representation of course objectives and how they connect to assignments from an English course syllabus** (see <http://enact.sonoma.edu/>)

