Course Syllabus Quality Checklist

ACCESSIBILITY  
 Provide an accessible online version of your syllabus (use the CTLR provided syllabus template or check accessibility of your current document using Word’s ”Review > Check Accessibility” or within Moodle using Moodle Ally).You could also [use Moodle Book](https://moodle.com/news/books-moodle-just-words-pictures/) to create an easy-to-read version that can also be converted to a pdf file.

# BASIC INFORMATION

Department, course name and number

Academic year and term/session dates

Name(s) of instructor(s)

Contact information, including office number, email address, and office hours

Ways to contact you and policies around communications in general. (ex. Expected response time, any times where instructor will not be checking email/discussion forums)

Course modality (online, blended, or face to face). It is highly recommended that you provide a description of the weekly lesson/module experience.

For any synchronous components: platform (Zoom, etc.), days and times.

Recommended technical specifications to succeed in the course (e.g., a laptop or desktop and not a phone, stable internet, mic, webcam, etc.).

Course website (Moodle, Avenue, etc.)

# Course Details

Course description, course learning outcomes and topics (from official course outline) Note: This information MUST be provided

Evaluation plan showing categories and weights toward final grade (from official course outline). Note: This information MUST be provided

Grading profile (including passing grade for the course)

Required textbook/materials and supplementary materials. **Consider using e-books or Open education resources whenever possible for accessibility.**

Weekly schedule of classes, topic, readings, and due dates of assignments, midterms, quizzes, papers, etc.

Policies: student expectations, instructor expectations, attendance (if applicable), class participation, missed tests/assignments, late assignments, and cell phone use (if applicable).

# Language/tone

Is language student-centered, friendly, motivating? Are you using “you” instead of “the student”?

Is plain language used wherever possible?

# Additional sections that may be valuable:

Sample language for these sections can be found in the VCC accessible syllabus template.

[Academic Accommodations](https://www.vcc.ca/media/vancouver-community-college/content-assets/documents/policies/students-disabilities-policy-d-04-01.pdf) Statement

Academic Integrity Statement

Student supports   
List supports and how to access as appropriate: Counseling, Library, Learning Centre, Indigenous Education, Financial Aid, Disability Services. These may also be listed separately as a page/resource in your Moodle course.

Tips for being a successful student

Teaching philosophy

Land acknowledgement

# Additional formats for UDL Accessibility:

* Consider creating short videos on your Moodle course that:
  + Highlight important information from your syllabus
  + Give a Moodle tour of the course
  + Introduces yourself as the Instructor
* Read more on [Universal Design for Learning syllabus](http://udloncampus.cast.org/page/planning_syllabus)