

## Accessible Syllabus Checklist

Use this checklist to make your course syllabus more accessible, and use the \_\_\_ blank space to add accessibility features over time. Course outline expectations, as per the [Faculty Agreement](#), are indicated with an asterisk(\*).

### Instructor Information

\_\_\_\*Name, office address, office telephone number, and weekly office hours

\_\_\_

### Course Information

\_\_\_\*The subject matter to be explored in the course

\_\_\_ Learning outcomes that answer the question “What do you want your students to know, be able to do, and/or value after taking this course?” ([UBC Examples](#))

\_\_\_ A list of course texts and readings, using [Open Educational Resources \(OER\)](#) and a digital format (PDF) of readings processed with [Optimal Character Recognition](#).

\_\_\_ An explanation for [lecture capture](#) if using, e.g. sessions will be recorded and posted to learn.unbc.ca within 24 hours

\_\_\_

### Evaluation and Assessments

\_\_\_\*A list of all required assignments and examinations and the relative weight of assignments and examinations in the final assessment of student performance. A Faculty Member may consult with the class about office hours, subject matter of the course and assignments, examinations and their weighting, and provide the class, the Program Chair and Dean, copies of the course outline following this consultation.

\_\_\_ A description and any requirements for each assignment

\_\_\_ Assessments that answer the questions “What am I trying to measure or understand? How is this connected to the course learning outcomes?”

\_\_\_ Multiple options for assignments with flexible grading, e.g. grading contracts, some low stakes work, repeat/ungraded attempts, later exam grades replace earlier

\_\_\_ Take-home exams

\_\_\_

The MS Word Accessibility Checker found no accessibility issues in this document.

## Grading System

\_\_The UNBC [undergraduate](#) or [graduate](#) grading systems from the academic calendar

## Policies and Expectations

\_\_The [UNBC Academic and Nonacademic Misconduct Policy](#)

\_\_Late assignment policies, e.g. 24-hour leeway or daily percentage deducted, providing flexible deadlines, e.g. time banks, week-long, self-set where possible

\_\_Attendance or participation expectations, providing multiple means of engagement, representation, action and expression in line with [universal design for learning guidelines](#)

## Learner support

\_\_An [Accessibility Statement](#)

## Accessible Formatting

\_\_Use accessibility checkers in [Adobe Acrobat Pro](#), [Foxit Phantom](#), and [Word](#)

\_\_Include [alternative text in MS Office](#) for any pictures, clip art, charts, tables, shapes, SmartArt, embedded objects, and audio/video files

\_\_Use [descriptive hyperlinks](#)

\_\_Use a 12-14 point sans serif font, e.g. Arial, Comic Sans, Tahoma, Verdana

\_\_Use a dark font on a light background

\_\_Use 1.5 line spacing and short paragraphs with left-aligned text

\_\_Use **bold** to emphasize text and do not convey information with colour alone

\_\_Use hierarchical, simple design, e.g. table of contents, headings, numbering

The CTLT Syllabus Template, which can be found in the [UNBC Instructor Guide](#), and the [British Dyslexia Association](#) were used to structure the content and formatting for this checklist. See the [BC Campus Open Education Accessibility Toolkit](#) and the [Web Content Accessibility Guidelines \(WCAG\)](#) to create accessible online materials.

The MS Word Accessibility Checker found no accessibility issues in this document.