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)