

Checklist for Inclusive Syllabi

General Formatting	Yes/No	Notes
The font type that I am using is accessible and dyslexic friendly .		
I have chosen my font and background colors carefully to ensure a minimum contrast rating of at least 4.5:1 for accessibility. <ul style="list-style-type: none"> This can be confirmed using this accessible color contrast checker to see if my colors pass or fail. 		
I use titles and headings to ensure accessibility for screen reader devices.		
My syllabus has a clear organizational structure, with content separated into labeled topics with short paragraphs.		
I use an adequate font size and spacing as well as bolded words and headlines when needed to ensure ease of reading.		
I adjust my use of links to account for digital versus printed copies of my syllabi. <ul style="list-style-type: none"> Links within my digital syllabi are written as descriptive words (i.e. For more information, please read this guide to avoiding plagiarism.) Links within printed syllabi contain the fully written out hyperlink. 		
I have been mindful of avoiding stereotyping language on my syllabus.		
I have avoided the use of idioms in my syllabus which may not be accessible or understandable to all students.		
If applicable, I have used alt text for images. <i>(Note- this may not apply to all classes, i.e. art history.)</i>		

DEIA & Academic Integrity Statements	Yes/No	Notes
I have a section on my syllabus dedicated to accommodations , including information about the Office of Disability Services . <ul style="list-style-type: none"> If applicable: I have also added an inclusive learning statement to my accommodation/disability portion of the syllabus. 		
I have included a diversity statement .		
I have included a land acknowledgement statement .		
I have clearly outlined my late submission policy and attendance policy in order to maintain a consistent and equitable environment for all students.		
I have clearly outlined both the university's Academic Integrity Policy as well as my course policy for Academic Integrity. This includes a statement regarding the use of Artificial Intelligence programs like ChatGPT and how/whether they are or are not permitted to be used in class. (Examples can be found on the OTEAR website .)		
If applicable: I have added a statement about absences for religious holidays . <i>(Note- Rutgers already adjusts schedules for many of these, but many instructors also teach at other schools which do not.)</i>		
I have a statement about wellbeing and wellness . <ul style="list-style-type: none"> This may include information about university resources and/or a statement about reaching out to your instructor. 		
I include a basic needs statement.		

- Sample syllabus statements can be found on the [Rutgers' Basic Needs website](#).

Content	Yes/No	Notes
My course goals, outcomes, and expectations are clear, including expectations for student learning and deadlines for all assignments.		
If possible, I have adjusted my course learning goals and objectives to be relevant to all students regardless of background.		
I have selected course materials, like the textbook, with the range of student's financial resources in mind, considering overall cost and what Open Education Resource (OER) materials are available.		
I have included materials from a diverse set of perspectives and scholars, including, but not limited to, women, BIPOC, and LGBTQIA scholars.		
I have critically analyzed my selected readings and course materials with the following in mind: <ul style="list-style-type: none"> • What message do they send? • Whose perspectives do they reinforce? Whose do they exclude or marginalize? • Have I included a resource that can provide a counter-argument or perspective from an author with a different background? 		
I have considered the technological needs for students of diverse backgrounds. Examples include: <ul style="list-style-type: none"> • Providing information about renting a laptop from the library and how to access computer labs for students without a personal computer. • Offer alternative ways for students to access resources that must be purchased for class. (e.g. homework software like MyLab) • Consider if the use of a webcam is required for a class and make it clear if this is a requirement or not. (Either for online courses, specific assignments for a class, or if you require the use of Respondus Monitor & Lockdown Browser for exams.) Suggest alternatives for where students can use a webcam on campus if they do not have their own. • For online courses, ensure that any apps or Canvas add-ons work in other countries. <i>(For example, before we switched to Respondus, Proctortrack did not work well in China.)</i> 		
If participation is expected in the course, I clearly outline what this entails and design multiple ways students can participate.		
If applicable: I have included a mix of both readings and videos (with captions) as part of the weekly materials to prepare for class.		
If applicable: If I offer extra credit opportunities, I state so within my syllabus.		
If applicable: I have allowed students the ability to re-do an assignment of their choice this semester (within a certain assignment category or pre-established parameters clearly outlined on the syllabus) or,		

alternatively, to have their lowest assignment grade dropped within a certain assignment category.		
If applicable: Consider a statement to acknowledge support for the parents and caregivers in your class. (i.e. may a student bring their child to class?) <i>(Note- this statement may not be applicable to asynchronous courses.)</i>		

Note: The following checklists have been developed as part of the work of the [Rutgers SGS DEI Advisory Committee's Curriculum & Mentoring Subcommittee](#) 2023. These documents serve as guides, offering an easy way to check on the accessibility of one's own teaching and as it relates to the class syllabus, instruction, and graded assignments. However, it is crucial to understand that these checklists are not one-size-fits-all solutions; rather, they serve as adaptable frameworks that instructors can use as a starting point and tailor them to their unique teaching contexts and the diverse needs of their student populations. These checklists are also permitted to be adapted and shared under the Creative Commons license [CC BY-NC-SA 4.0](#).