UDL Considerate Syllabus Template

Thank you for your interest in the UDL Considerate Syllabus Template. Before you get started, please review the following important notes about this template.

# Arrangement

This template contains required and recommended syllabus sections which can be rearranged, removed, or modified to suit your course design and instructional style.

This template also contains suggestions for multiple means of engagement, expression, and representation (the essential components of UDL). For additional information on UDL, see [CAST’s UDL Syllabus](http://udloncampus.cast.org/page/planning_syllabus).

Finally, the language of this template is intentionally warm and conversational; aiming to welcome students, create an environment of cooperation, and encourage their agency. For more on syllabus rhetoric, visit [Accessible Syllabus](https://www.accessiblesyllabus.com/rhetoric/).

## Adding Your Information/Making it Your Own

Review all language in all sections to make sure the policies and procedures included make sense for your course and modality.

In reviewing this template, you will note many <<highlighted information>>. sections. This is because a UDL syllabus is not only proactive in its varied support for learners, but also because it is highly individualized based on instructor and course.

This <<highlighted information>> indicates instructor/course specific information that should be intentionally reviewed and revised or deleted based on relevance to your course and your conversational and instructional style. As you review and make updates to the syllabus, be sure to:

* Remove any irrelevant sections.
* Remove “highlight” from text once reviewed/revised.

## Important notes about headings

Be aware that this document uses section headings and other “styles” to support navigation with assistive technologies. As you make changes, be mindful of these. For help, see WMU's [Instructional Accessibility Resources](https://go.wmich.edu/s/article/Instructional-Accessibility).

## Support for Syllabus Design

If you would like to talk through this template or would benefit from additional support for developing accessible and inclusive courses, please [connect with the Instructional Design Team](mailto:wmux_teachlearn@wmich.edu) and let us know how we can help.

**Please be sure to delete this introductory page and all template highlighting prior to adding the syllabus to your course.**

<<Course Name>> <<Semester and Year>> Syllabus

<<Department or college name>>

Western Michigan University

# Course Meeting Information

Class Meeting Days/Time: <<If applicable, add class meeting days/times. Delete this information if irrelevant to course modality.>>

Meeting Location:<<If applicable, add meeting location, including virtual meeting rooms if synchronous sessions are a part of the course design. Delete this information if irrelevant to course modality.>>

# Instructor Contact Information

* Instructor: <<Add instructor name.>>
* Office Location:<<If applicable, add office location. Instructor might also list “virtual”.>>
* Office Hours:<<If applicable, list days & times. Instructor might also list “by appointment”.>>
* Phone:<<Add office or mobile number. Delete this information if you are not reachable by phone.>>
* Email:<<Add instructor WMICH email.>> (Preferred contact method)

# Questions

If you have a question about this syllabus or our course, I encourage you to reach out to your classmates, join me for office hours, or send me an email. I am here to help.

## Office Hours

I am available to you outside of class and enjoy talking with students about their interests, experiences, and course challenges. Please join me for office hours and/or send me an email if you need to make an appointment for a different time. Be sure to share a few days and times that might work for your schedule so we can find a convenient time for a phone call, video conference, or face-to-face meeting.

## Email Response Time

I will try to respond to emails within 24-48 hours, and I will let you know if I plan to be away from my computer for more than a couple of days. To help me address your email more efficiently, please:

* Email directly from the Communications tab in Elearning and/or use your WMICH email to communicate. I will do the same.
* Include our course information in the subject line. This helps me find your information by clarifying which course and course section you are enrolled in.
* Use the subject line to give me an idea of the *type and urgency* of help you need. This also helps me to consider how I might best manage and support numerous requests.

# Accommodations

If there are specific supports you need due to disability, please email me as soon as possible so we can make sure we get those in place. Also, if you have not done so already, please contact the [Office of Disabilities Support Services (DSS)](https://wmich.edu/disabilityservices) so that they can assist you in coordinating accommodations across campus.

# Course Information

## Course Description

<<Add course description. For UDL purposes consider including:

* Both the WMU catalog description as well as additional information on how the course fits within the program.
* Information that highlights relevance, connection to real-world application, and/or opportunities for personalization.
* Course modality/format information. See [WMU’s Teaching Modalities](https://wmich.edu/x/teaching-learning/idd/resources/teaching-modalities) for more information.>>

## Prerequisite Courses

<<Add any relevant prerequisite course information or delete this section of the syllabus.>>

## General Education Area

<<Add Gen. Ed. Area(s) if applicable. Note: *If the course meets a General Education requirement,* *the syllabus must include clarification of which area(s) the course fulfills.* If not applicable, delete this section of the syllabus.>>

# Course Texts & Other Materials

## Required Materials

* <<List full title of textbook, author, edition, publisher, copyright date, the ISBN, and where it can be purchased.
  + If a required text is available online, indicate where it can be accessed.

For UDL purposes, it is important to include “a variety of materials, beyond printed text, to increase the options of representation and increase engagement” and to “be sure that any materials included in the course are accessible to all learners, including links to outside resources and tools” (CAST, UDL Syllabus).>>

If you need an accessible version of this text or any recommended or supplemental course readings please [contact Disability Support Services](https://wmich.edu/disabilityservices/student-support/textbooks).

<<If using Elearning, include the following general statement:

Other readings will be made available through our Elearning course where alternative downloads (HTML, ePub, Electronic braille BRF, Audio MP3, and BeeLine Reader) are available for all course files to support accessibility for all students.

If not using Elearning, delete the above statement. >>

## Recommended Resources and Materials

* <<List other readings, resources, and materials available and how/where to access them. Delete this sub-section if not relevant to your course.>>

## Course E-Reserve Library

<<If using E-Reserves through WMU Libraries (recommended whenever possible as the Library will help to ensure items meet accessibility requirements), include the following text.

For this course, I have created a course reserve through WMU Libraries. Here you will find many of the texts and articles we will use in class. I will do my best to remind you which of our materials can be found here, but you can also look for yourself any time by visiting our class in the [WMU Course Reserves](https://wmich.edu/library/reserves). You will need:

Our Class E-Reserve Password: <<Add Course E-Reserve Password.>>

To support instructors the WMU Libraries has created an [Instructor Guide for Library Course Reserves](https://libguides.wmich.edu/coursereserves). For additional support, instructors can also connect with a [WMU Subject Librarian](https://wmich.edu/library/subject-librarians).>>

If not using WMU Libraries Course E-Reserves, delete this subsection of the syllabus. >>

Our Class E-Reserve Password: <<Once created Instructors will set a password for their E-Reserve. Share that password here. Simple is best here.>>

## Ally for Accessibility

<<If using Elearning include the following information.

As noted under the course text information, we use a variety of content in this course. And, although I work to create content that is accessible for all learners, we also have a tool built into Elearning that offers additional options to better meet your individual needs. I encourage you to check out [Ally's alternative formats downloads](https://go.wmich.edu/s/article/Ally-Alternative-Formats) throughout the course. Just choose the version of the original that best suits your needs.

If not using Elearning, delete this sub-section of the syllabus. >>

# Program Goals and Course Outcomes

## Program Goals

This course is designed to support students in the achievement of program goals. These include:

1. <<If program-level goals (sometimes referred to as outcomes) are applicable to this course, list them here.

If program goals are not applicable to this course, delete this subsection of the syllabus.>>

## Course Outcomes

Through your efforts in this course, you will:

1. <<List overarching course-level outcomes (sometimes referred to as course goals or objectives and/or accreditation standards relevant to the course.

Best practice suggests that course outcomes are learner-centered, clarifying for learners what they will be able to do as a result of completing this course. For this reason, these outcomes should:

* Begin with measurable actions, e.g., identify, compare, appraise, estimate, predict, as opposed to abstract verbs like understand or learn.
* Align clearly with key course assessments.
* Be relevant to anticipated learner goals for their academic, personal, and/or professional lives.>>

# Graded Course Activities, Assignments and Assessments

## <<Category, Assignment, or Activity Title>>

<<Above, add the title or category of your course activity, assignment, or assessment. Then, below, using learner-centered language, describe basic assessment requirements and plan for evaluation and feedback.

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<<Above, add the title or category of your course activity, assignment, or assessment. Then, below, using learner-centered language, describe basic assessment requirements and plan for evaluation and feedback.

Cut/paste to add additional Assignments or Activities or Categories as needed.>>

# Grading Breakdown

## Assignments and Points

<<If points-based grading will be used, list assignments, assessments, and/or other activities, showing how points on individual work add up to final grade.

Assignment Title POINTS

Assignment Title POINTS

Assignment Title POINTS

Assignment Title POINTS

Assignment Title POINTS

Assignment Title POINTS

Total Available PointsCOURSE TOTAL

If using Weighted Categories, delete the “Assignments and Points” subsection of the syllabus and include “Category Weights and Assignments” subsection.>>

## Category Weights and Assignments

<<If categories will be used, replace example category headings and weights listed below. Then, list assignments and activities, clarifying how points within a category will impact the Category Total>>

Mini Papers: 25%

Mini Paper 1 POINTS

Mini Paper 2 POINTS

*Total Points Available in this Category* CATEGORY TOTAL

Discussions: 25%

Week 1 Discussion POINTS

Week 2 Discussion POINTS

*Total Points Available in this Category* CATEGORY TOTAL

Quizzes: 15%

Quiz 1 POINTS

Quiz 2 POINTS

*Total Points Available in this Category* CATEGORY TOTAL

Projects/Presentations: 25%

Midterm Project & Presentation POINTS

Final Project & Presentation POINTS

*Total Points Available in this Category* CATEGORY TOTAL

Exams: 20%

Midterm Exam POINTS

Final Exam POINTS

*Total Points Available in this Category* CATEGORY TOTAL

**Total for All Categories:** 100%

If using a points-based gradebook, delete the “Category Weights and Assignments” subsection of the syllabus and include the “Assignments and Points” subsection.>>.

# Grading Scale

Final grades assigned for this course will be based on the following scale according to the Grading Breakdown above.

<<Update the suggested University Scale below as appropriate for your course/department. Note: Questions should be referred to your chair.

A 94-100

BA 88-93

B 84-87

CB 77-83

C 74-76

D C 67-73

D 64-66

E 0

For more information about grading at WMU, visit the academic policies and grading section of the [university catalog](https://wmich.edu/registrar/catalogs).

## Viewing Grades in Elearning

Please use Elearning to monitor your progress in this course. To view published grades and view associated feedback:

1. Open our Elearning course.
2. Go to the Assessments Tab.
3. Select Grades from the dropdown menu.

Be sure to reach out any time the feedback is unclear, or you are unsure of how a grade was calculated. Likewise, be sure to reach out if you would like to talk through ways to improve your approach to future activities and assignments.

<<If not using Elearning, rather than deleting this subsection, consider retitling it and using it to explain to learners how you will be sharing feedback on assignments and offer recommendations for how they can calculate and keep track of their own grade progress throughout the semester. >>

# Course Policies & General Expectations

## Participation

Online, hybrid, and web-enhanced courses require your active participation. Here are some tips for success:

* Whether meeting in a physical or virtual space, limit distractions, be prepared for class, and be present in the space.
* In discussions, you learn from one another by posing questions, justifying your comments, and providing multiple perspectives. When you prepare for discussions through thoughtful reflection, you contribute to your own successful learning experience as well as to the experience of your peers.
* Log in to the course frequently (at least several times per week for long semesters and daily for summer sessions) and check the news widget on the course homepage. This will keep you apprised of any course updates, progress in discussions, assignment information, and messages requiring immediate attention.
* Be aware of and keep up with the Course Schedule.
* Participate in team activities to the best of your ability. How well your team does—and how well you do—depends on all the team members working cooperatively.

<<Enter specific information regarding participation policy here. If you will be monitoring, tracking, and/or scoring student attendance or participation, this is a good place for information that clarifies how the instructor will keep track. A basic rubric or list of expectations can also be helpful whether included in the syllabus or outlined in Elearning.>>

## Time Commitment

Online, hybrid, and web-enhanced courses require the same attention and work as traditional courses. I recommend the following formula for determining how many hours you should expect to spend each week on the course.

Formula

*1 credit hour = 1 hour of interaction in class or online and 2 hours of individual work.*

This means that for a 3-credit course you should expect to spend a minimum of 9 hours per week in or on class activities. Be sure to set this time aside.

<<Revise the above policy as makes sense for your context.>>

## Proactive Communication & Feedback

If you find that you have any trouble keeping up with assignments or other aspects of the course, make sure you let me know as early as possible. Likewise, if you know that you have barriers that may impact your ability to participate in this course, let me know. If you are proactive in contacting me when you experience difficulties during the semester, we might work together to find a solution.

<<Revise the above policy as makes sense for your context.>>

## Late Work

Please pay close attention to important course dates and deadlines. Any challenge you are facing that keeps you from meeting course requirements is worth a discussion. Please reach out to discuss ways I might support you in addressing whatever challenges you face to your success, whenever possible before that work is late and/or the exam has been missed.

<<Revise the above policy as makes sense for your context.>>

## Incomplete Policy

Under certain circumstances, you may petition for an incomplete grade. An incomplete will only be assigned to a student in good standing at the time of the request. To request an incomplete, you must <<insert condition>>. All incomplete course assignments must be completed in the agreed upon time frame. Note: [WMU policy for incompletes](https://wmich.edu/registrar/policies/grades) states that incompletes should not extend beyond 1 year.

## Elearning News & Notifications

I will also work to support your success by sharing reminders, clarifications, and other important class information that comes up throughout the semester through the Elearning News found on the homepage of our Elearning course. For this reason, it is important to turn on your notifications. Visit [Editing Personal Notifications](https://go.wmich.edu/s/article/Editing-Personal-Notifications) for instructions.

<<Revise the above policy as makes sense for your context. Delete this subsection if Elearning will not be used to share information with learners.>>

## Elearning Grades & Notifications

Throughout the semester, I will provide individual and group feedback to assist you in your development. You will find this information under the Assessments tab in Elearning in the Grades section. I am also always pleased to speak with you virtually or in person by appointment or during office hours. For this reason, be sure to turn on notifications for assignment and grade updates in Elearning.

<<Revise the above policy as makes sense for your context. Delete this subsection if Elearning will not be used to share information with learners.>>

## Class Conduct and Civility

When we come together as a group either in person or online, differences of perspective and even behavior are inevitable. To grow as individuals and as a community of learners, however, we need to respect these differences and, sometimes, explore them together. To create a space where we can all feel comfortable to come as we are and learn from each other, please:

* Be intentional in your interactions.
* Share your ideas, encourage others to share theirs, and listen to each other.
* Challenge each other, but do so with civility.
* Share your thoughts but avoid arguments that don’t serve to extend the conversation.
* Give time and space for yourself and others to process what has been shared.
* Be thoughtful about your tone and word choice.
* Give each other grace.

Changes in perspective are not guaranteed, but with civil discourse and time, we can create the space for deeper understanding.

If at any time you do not feel safe sharing your ideas in our class for any reason, please email me directly so that we can work together to ensure that all voices are heard.

<<Revise the above policy as makes sense for your context.>>

## Academic Integrity

As a student in this course (and at this university) you are expected to maintain high degrees of professionalism, commitment to active learning and participation in this class, and integrity in your behavior in and out of the classroom. Learn more about university policies in the [University Policies](#_heading=h.30j0zll) section of the syllabus.

<<Revise the above policy as makes sense for your context.>>

## Writing & Other Academic Skills

From emails to assignments, writing skills are essential to effective communication. If you, or I, are concerned about your ability to communicate academically or for professional purposes, assistance from one of the [WMU Student Success Services](https://wmich.edu/merzetate/academics/support/success) may be beneficial. You are encouraged to see support related to strategies for developing ideas, citing scholarly references, writing style, wording, phrasing, using language conventions, etc. But there are many other academic services available to you as well. You may also, of course, reach out to me with questions or concerns about course materials, assignments, or feedback related to writing or other academic challenges.

<<Revise the above policy as makes sense for your context.>>

## Course Drop & Withdrawal

If you are concerned that you may be unable to successfully finish the course, make an appointment, and we can talk through your challenges.

If you know that you are unable to be successful:

* Reach out to your advisor.
* Consider your options for drop or withdrawal.

For information on your drop/withdrawal options, see [WMU Registrar - Withdrawing](https://wmich.edu/registrar/students/withdraw). See the [WMU Academic Calendar](https://wmich.edu/registrar/calendars) for dates and deadlines.

# Course Structure

<<If not using Elearning to support learners, delete the sub-sections below. But, rather than deleting this section, use it to describe how your course and/or class meetings will be structured. Be sure to highlight expectations for preparation, discussion, active lecture participation, expectations for partner/group work, etc.>>

The Elearning components of our course are delivered through the course management system D2L Brightspace. You will use your BroncoID account to login to the course from the Elearning login page ([http://Elearning.wmich.edu](http://elearning.wmich.edu)).

You will need a strong internet connection to access this course. For information about getting connected to WMU, available software, and other technical support for students, visit [goWMU.](https://go.wmich.edu/)

## Course Organization

The course is organized into weekly/bi-weekly topics of instruction as outlined in the course schedule included below. Due dates are also included in the Elearning course. Each learning module is listed by its main topic and may contain required readings, videos, mini-lectures, discussions, assignments, or collaborative group work.

## Discussion Forums & Topics

<<If using the Elearning discussion tool, an explanation of how various tools will be used is helpful for learners. Revise the following text to sue the context of the course.

The Elearning Discussions tool provides an area for collaboration and communication, allowing you and your peers to post, read, and reply to messages on different topics; share thoughts about course materials; ask questions; share files; etc.

You can find course discussions, prompts, and due dates for posts and replies in the module content area, as well as under the Communications tab Elearning.

<<Delete the above subsection if Elearning will not be used.>>

## Dropboxes

<<If using the Elearning dropbox tool, an explanation of how various tools will be used is helpful for learners. Revise the following text to sue the context of the course.

The Elearning Dropbox tool allows you to upload and submit assignments, eliminating, in most cases, the need to email or physically submit work. Unless otherwise indicated, you can expect to submit most assignments for this course through the Dropbox tool.

You can find individual dropboxes, as well as due dates, descriptions, and requirements for course assignments in the module content area, as well as under the Assessments tab in Elearning.

<<Delete the above subsection if Elearning will not be used.>>

## Quizzes

<<If using the Elearning dropbox tool, an explanation of how various tools will be used is helpful for learners. Revise the following text to sue the context of the course.

The quiz tool is used to take fully online quizzes and exams. In some cases, the quiz will be graded automatically, and you will receive feedback and a grade immediately. In other cases, some questions will have to be graded before you will receive a score – for instance, if there is an essay or short answer question.

You can find available Quizzes, descriptions, and due dates in the module content area, as well as under the Assessments tab in the Elearning.

<<Delete the above subsection if Elearning will not be used.>>

# Technical Course Requirements

## Computer Hardware and Internet Connection Speed

Access to reliable high-speed internet and a functional computer is essential for all courses. If your course will include synchronous online meetings, you will also need speakers or headphones.

If you find yourself temporarily without access to an appropriate computer, connect with [WMU Libraries Equipment Library](https://wmich.edu/library/equipment). Here you can borrow a variety of items to make sure your ability to participate in class is not disrupted.

If you are unsure whether your computer is sufficient, check out [WMU’s Laptop Recommendations](https://wmich.edu/laptop). If you need support for obtaining reliable internet, connect with the [WMU Help Desk](https://wmich.edu/it/helpdesk).

# Technical Assistance

If you need technical assistance at any time during the course or need to report a problem with Elearning, please get in touch with the [WMU Help Desk](https://wmich.edu/helpdesk).

## Back-Up Plan If Something Goes Wrong

If you find that some part of our course is not working, please follow these steps until the issue is resolved:

* Don't panic! We will solve the problem and make adjustments.
* Check to see if I have posted any announcements in the course News on the course homepage or emailed the class.
* Contact the help desk at 269.387.HELP (4357) or [help.desk@wmich.edu](mailto:help.desk@wmich.edu). They will attempt to identify the problem and route your concern for the quickest resolution.
* Send me an email with the course number and issue name in the subject line and a description of the issue in the body.
* Continue to watch for emails or postings in the News on the course homepage for adjustments to the normal course procedures.

# University Policies

## Academic Honesty & WMU Codes of Conduct

Any form of academic dishonesty, including cheating and plagiarism, may be reported to the office of student conduct.

Read more about the [WMU Academic Honesty Policy & Procedures](https://wmich.edu/conduct/honesty) and other student conduct policies on the [Student Rights and Responsibilities](https://wmich.edu/conduct) website and in the [WMU Student Code of Conduct](https://wmich.edu/conduct/code).

## WMU Closure Policy

As soon as a decision is made about closing a campus, the decision is publicized through:

* The WMU home page at [wmich.edu](https://wmich.edu/)
* The WMU Alert system
* Area radio and television stations
* The WMU emergency information phone line at (269) 387-1001.

The University community is encouraged to frequently check the [WMU home page](https://wmich.edu/) for updates. Refer to the [WMU closure policy](https://wmich.edu/policies/closure) for additional details. Any changes to the syllabus due to closure will be announced by the instructor.

## WMU Non-Discrimination Policy

Western Michigan University prohibits discrimination or harassment which violates the law or constitutes inappropriate or unprofessional limitation of employment opportunity, University facility access, or participation in University activities, on the basis of race, color, religion, national origin, sex, sexual orientation, gender identity, age, protected disability, veteran status, height, weight, or marital status. For full details go to the [WMU Non-Discrimination Policy](https://wmich.edu/policies/non-discrimination).

See the [President’s Statement on Diversity, Multiculturalism, and Inclusion](https://wmich.edu/president/commitment).

## WMU Accessibility Statement

Western Michigan University (WMU) is committed to ensuring that faculty, staff, employees, job applicants, students, and others have equal access to its programs, will not be discriminated against based on having an actual or perceived disability, and will have the same opportunity to be successful in education, housing, and employment as those individuals who do not have disabilities. WMU complies with requests for accommodations under the Americans with Disability Act, including the Amendments Act, (hereinafter ADA), Section § 504 of the Rehabilitation Act (§ 504), the Fair Housing Standards Act (FHSA), the Michigan Persons with Disabilities Civil Rights Act, and other related laws and guidance. Read more about WMU’s commitment to accessibility on the [Reasonable Accommodation Policy](https://wmich.edu/policies/accommodation) website.

## WMU Sexual Misconduct Policy

Western Michigan University encourages all members of our community to participate in the process of creating a safe, welcoming and respectful environment on campus. With the Sexual and Gender-Based Harassment and Violence, Intimate Partner Violence, and Stalking Policy and Procedures, we affirm the commitment of the university and our community to the values of transparency and timely communication, and accountable and responsible behavior within an ethical, compassionate, diverse and respectful environment. Read more on the [University Sexual Misconduct Policy](https://wmich.edu/sexualmisconduct) website.

# Course Schedule Changes & Course Updates

A printable course schedule which includes an outline of course assignments and due dates is available in the *Start Here* module of our course in Elearning.

Please note, *due dates as well as listed assignments are subject to change*. For this reason, be sure to be attentive to your university email as well as our course news (located on our Elearning course home page) for corrections or updates to the schedule or assignments as outlined in the syllabus. Any changes will be clearly noted in course news and/or through email.

<<Be sure to review and modify language in the above section. Also, although instructors may also opt to include the course calendar in the syllabus, to support access, a separate schedule can be helpful to learners. Regardless of where the course schedule is made available, including a list of weekly readings and assignments with due days, dates, and times for the entire semester can support student self-directedness. Indicating dates for formative and summative student feedback, drop/add dates, official holidays, breaks, and other important scheduling considerations can also be helpful.>>