

Learner-Centred Syllabus Rubric

Elements	Ways to Get Started	Ways to Extend	Current Syllabus
Instructor & TA Information	Syllabus offers different ways to contact/meet with instructor and TAs (if applicable). Instructor bio includes a personal introduction and pronouns.	Syllabus specifies communication preference and expectations and presents “office hours” as invitation. Instructor bio communicates teaching philosophy & ways will support learning.	
Class Environment & Values	Syllabus includes institution-sanctioned Indigenous land acknowledgement and potentially other official statements related to racial justice, classroom climate, etc.	Syllabus explains instructor’s values and approaches (e.g., respect and decency statement, positive space) for fostering positive class environment and corresponding expectations for learners; uses appropriate terminology to situate Indigenous Land Acknowledgement in relation to course.	
Textbooks & Other Course Materials	Syllabus lists required/recommended textbooks and course materials with information about where they can be accessed or purchased. If texts need to be purchased, they are ordered early to ensure timely conversion to an alternative format.	Syllabus lists required/recommended textbooks and course materials with information about where they can be accessed as Open Education Resources (OER). Short statement provided as to how materials connect to course learning outcomes.	
Course Overview	Syllabus identifies course modality any pre-requisites, and types of learning (Ex. mixture of lecture, discussion and workshop), and provides general description.	Syllabus provides course description within context of degree program/specialization.	
Course Outcomes & Activities	Syllabus identifies all learning outcomes, course activities and assignments & provides applicable due dates in course timeline & in Learning Management System (LMS) calendar.	Syllabus explains types of assessments that will be used in the course, and aligns them with course learning outcomes and activities.	
Course Assignments	Syllabus allows for learners to submit course assignments in alternative formats with prior instructor approval; provides overall breakdown of how assessment will be translated into grades and explains policy on extension and late submissions.	Syllabus provides multiple ways for all learners to submit course assignments; stipulates grading criteria for all course requirements and links to corresponding rubrics. Flexibility is built into grading distributions and learners are given control over deadlines .	
Learner Resources	Syllabus contains general information about student-oriented campus resources & policies.	Syllabus highlights additional resources that may be unique to this course, such as recorded lectures , and includes a clear, accurate, and explicit statement about how you expect learners to do their work in your course with integrity .	
Rhetoric & Tone	Syllabus uses the first person (I, we) and includes cooperative language that has an encouraging, not scolding, tone. Descriptions are detailed and clear.	Syllabus wording is concise and sentence-structure simple. Syllabus uses positive language from a well-being perspective to help learners understand how course policies support learning goals; invites learners to help design specific course policies (classroom agreements, brave spaces) to foster the course as a learning community and support learners’ sense of belonging.	
Format	Syllabus has clear hierarchical structure (headings). Uses minimum 12-point font style supported by digital readers and helpful for learners with dyslexia, ADD, vision disabilities. Bold is used for sparingly in line with supportive tone. Text includes hyperlinks for additional info. Uses images and colour in accordance with accessibility considerations (Ex. alt text & colour UD). Syllabus is made available in hardcopy and electronically as an accessible document within course LMS.	Syllabus uses effective text distribution and images, colour, font style, etc. to enhance visual engagement in the form of a visual syllabus that uses icons & logos, images of key authors & textbooks, visuals/word clouds to represent main concepts, and a visual representation (pie chart) of grade distribution.	
Learner Input	Syllabus is reviewed and discussed in class or asynchronous format. Key items are embedded in course & periodically reviewed.	Learners have an opportunity to engage with the syllabus content and provide input/contribute to decisions.	