The A+ Check for a Course

Thirty questions. One course. Yes, partly or not yet.

Course: _____ Date: _____

Read each question about one course you teach or take. Tick one box. Every "not yet" names the chapter of the Inclusive Teaching Handbook to read next. The thirty dimensions come from Enacting Care, the fourth book of the CARE + POWER series.

Eleven that diagnose (A+1 to A+11)

These ask whether the course is there, reachable and fit for the learners in it.

Question	Yes	Partly	Not yet
A+1 Availability. Is the course, and help with it, there when and where learners need it? Chapters 4 and 11.	☐	☐	☐
A+2 Accessibility. Can every learner reach and use every material, room and tool? Chapters 10 and 13.	☐	☐	☐
A+3 Affordability. Can a learner take the course without financial harm? Chapter 10.	☐	☐	☐
A+4 Adequacy. Is there enough time, feedback and support to learn, not only to pass? Chapters 6 and 9.	☐	☐	☐
A+5 Acceptability. Do learners trust the course and feel respected by it? Chapter 14.	☐	☐	☐
A+6 Appropriateness. Does the course fit learners' cultures, communities and lives? Chapters 3 and 13.	☐	☐	☐
A+7 Accountability. Are the rules on the page, and does the instructor answer for them? Chapters 5, 7 and 19.	☐	☐	☐
A+8 Approachability. Do learners feel safe and welcome to ask? Chapter 5.	☐	☐	☐
A+9 Accuracy. Do the tasks and the grades measure what the course says it teaches? Chapters 7 and 17.	☐	☐	☐
A+10 Appreciativeness. Are learners' strengths, work and contributions noticed and named? Chapters 15 and 16.	☐	☐	☐
A+11 Awesomenimity. Does the course show care at its best, with creativity, joy and dignity? Chapter 20.	☐	☐	☐

Twelve that enact (A+12 to A+23)

These ask whether the course turns its values into action.

Question	Yes	Partly	Not yet
A+12 Authenticity. Is the instructor open about who they are and why the course is built this way? Chapters 1 and 2.	☐	☐	☐
A+13 Alignment. Do the policies, the tasks and the grading point the same way? Chapter 17.	☐	☐	☐
A+14 Anti-Oppression. Does the course remove barriers that power built, not only work around them? Chapters 7 and 14.	☐	☐	☐
A+15 Anti-Privilege. Does the course stop rewarding advantages that some learners bring and others do not? Chapters 6 and 17.	☐	☐	☐
A+16 Anti-Colonial. Does the course respect Indigenous knowledge and the land it is taught on? Chapters 13 and 14.	☐	☐	☐
A+17 Adaptability. Can the course bend for real life without lowering the standard? Chapters 3 and 4.	☐	☐	☐
A+18 Anticipatory. Does the course plan for problems before they happen? Chapters 3 and 12.	☐	☐	☐
A+19 Accompaniment. Does someone walk with the learner when things get hard? Chapters 5 and 12.	☐	☐	☐
A+20 Affirmation. Are learners' names, identities and knowledge respected? Chapter 14.	☐	☐	☐
A+21 Agency. Do learners make real choices about how they learn and show what they know? Chapters 13 and 18.	☐	☐	☐
A+22 Allyship. Does the course stand with learners who are pushed to the edge? Chapters 14 and 15.	☐	☐	☐
A+23 Activism. Does the course help learners speak up and change things, including the course itself? Chapter 19.	☐	☐	☐

Four that assure (A+24 to A+27)

These ask whether the course is safe, works, learns and has people able to deliver it.

Question	Yes	Partly	Not yet
A+24 Assurance. Is the course safe, for privacy as well as wellbeing? Chapters 12 and 14.	☐	☐	☐
A+25 Attainment. Do learners actually learn what the	☐	☐	☐

Question	Yes	Partly	Not yet
course promises? Chapters 9 and 17.			
A+26 Amelioration. Does the course get better each time, from evidence and from what learners say? Chapters 19 and 20.	☐	☐	☐
A+27 Aptitude. Does the instructor have the skills and support to teach this way? Part 5, For the People Who Teach.	☐	☐	☐

Three that take responsibility (A+28 to A+30)

These ask whether the course cares for the shared world beyond the classroom.

Question	Yes	Partly	Not yet
A+28 Abode. Does the course care for the land, water, air and climate, and keep learning going through floods, heat and smoke? Chapters 4 and 11.	☐	☐	☐
A+29 Aboveboard. Is the course fair and free of favouritism, in grades, references and every decision? Chapters 7 and 16.	☐	☐	☐
A+30 Automation. Do data, systems and AI serve every learner fairly, and is there always a person to turn to? Chapters 10 and 18.	☐	☐	☐

My first change

The "not yet" that matters most to my learners: _____

The chapter I will read: _____ The change I will make: _____

From the Inclusive Teaching Handbook, Appendix G, by Dr. Oleksandr (Sasha) Kondrashov, DROKACADEMY, First Edition 2026. You may copy and adapt this for your own course, with credit. Questions and suggestions: sasha@drokacademy.ca.