

# UNIVERSAL DESIGN FOR LEARNING CHECKLIST:

**Does your curriculum provide an *inclusive* environment?  
Is it *UDL* friendly? Complete this checklist to find out.**

Checklist updated from the Certificate for Transformative Teaching and Learning (CTTL) workshop materials by Dr. Karen Myers, Higher Education Administrations, School of Education, Saint Louis University (2016).

|  | Accomplished |        |
|--|--------------|--------|
|  | Now          | Future |
| <b>1. Creating a welcoming, respectful learning environment</b>  |              |        |
| Create introductory exercises that are personable, friendly, and encourage humor   |              |        |
| Learn students' names and use names when in communication  |              |        |
| Lay the foundation to establish learning communities during the first week of class (e.g., collaborative partners/dyads that lead to group work)                   |              |        |
| Let students know at outset that environment is inclusive and all "voices" are heard   |              |        |
| Encourage questions (e.g., by asking, "What questions do you have?")   |              |        |
| Compliment student participation and effort  |              |        |
| Develop course objectives and assessment activities with student input   |              |        |
| Collect information about students via "student info sheet" or interest inventory  |              |        |
| <b>2. Addressing essential course components</b>   |              |        |
| Explain how sessions and assignments meet intended learning outcomes   |              |        |
| Discuss the components of course that build toward subsequent courses  |              |        |
| <b>3. Communicating clear expectations &amp; providing constructive feedback</b>   |              |        |
| Provide comprehensive user-friendly syllabus   |              |        |
| Provide clear written and audio explanations of course assignments   |              |        |
| Post grading rubrics of all assignments  |              |        |
| Start each day with an overview of the day's objectives  |              |        |
| Relate grades back to rubric language; include written comments in a timely manner (i.e., preferably at least one week prior to due date of next assignment)       |              |        |
| Discuss in class general overall strengths and weaknesses of completed assignments   |              |        |
| Ask students to complete peer evaluations for team members   |              |        |
| Provide information regarding how to access support structures such as tutoring, writing center, and other out-of-class assistance                                 |              |        |
| Assign a one-minute paper at the end of class to outline what they learned, indicate when they were most/least engaged, and provide comments about the day's class |              |        |
| Request feedback from students on the course/instruction throughout the semester rather than only at the end of the semester (midterm evaluations)                 |              |        |

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|---|--------------|--------|
|   | Now          | Future |
| <b>4. Providing natural supports (including technology) for learning to enhance opportunities for all learners</b>  |              |        |
| Establish learning communities and/or “study buddies” in course to provide students with classmate resources and peer-to-peer learning opportunities  |              |        |
| Ensure that all field trips, labs, and educational opportunities outside of the classroom are accessible to all students  |              |        |
| Post sample student assignments (e.g., book reviews, movie reviews, etc.) on Moodle   |              |        |
| Allow ample time for exams and assignments  |              |        |
| Create accessible pdf scans using copier settings: Select Scan & Send, choose Destination, choose 2-sided (if needed), select “pdf”, select “set details”, choose “OCR (Text Searchable)”, select “OK”, set document in tray or on glass and “Copy”   |              |        |
| Provide all handouts and evaluations in 12-14 pt. sans serif font   |              |        |
| Order and label headers, sub-heads, and body text to make Word documents accessible for text readers (Read & Write Gold); use lists when possible   |              |        |
| Provide all PowerPoint slides and handouts in accessible format (i.e., few words per slide, sans serif font, large bold print, no more than two slides per page printed)  |              |        |
| Provide alternate text (descriptors) for non-text elements (i.e., photos, charts, diagrams)   |              |        |
| Consider color usage with print and web-based pages. Color cannot be the only way information is conveyed. To check color go to: <a href="http://webaim.org/resources/contrastchecker/">webaim.org/resources/contrastchecker/</a>   |              |        |
| For assistance with creating accessible documents, web pages, and more, refer to: <a href="http://accessibility.umn.edu/">accessibility.umn.edu/</a> , <a href="http://webaim.org">webaim.org</a> or <a href="http://washington.edu/accessibility/documents/">washington.edu/accessibility/documents/</a>   |              |        |
| <b>5. Using teaching methods that consider diverse backgrounds, abilities, and experience</b>   |              |        |
| Use a constructivist approach to teaching by providing information and having students construct meaning from new information based on prior knowledge and experiences  |              |        |
| Utilize multi-modal teaching techniques including: lecture, presentation, large group discussion, small group discussion, think-pair-share, role playing, case studies, games, exercises, guest speakers, panels, movies, videos, podcasts, webinars, and project- or problem- based learning   |              |        |
| Use open captioned videos and movies. YouTube auto-captions and allows video owners to edit those captions. Transcripts or SRT files can also be uploaded. Use this Gustavus Youtube tutorial: <a href="https://youtu.be/3uxo2IMOhgU">https://youtu.be/3uxo2IMOhgU</a> . Use the Gustavus Beta Captioning site to create SRT files: <a href="https://gustavus.edu/a11y/subtitles">https://gustavus.edu/a11y/subtitles</a> |              |        |

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| <b>6. Offering multiple ways for students to demonstrate their knowledge</b>   | Now | Future |
| Offer students the option of papers, presentations (live or recorded), PowerPoints, team assignments, poster sessions, role playing, websites, games, exercises, case studies, online discussions, individual and group projects; add your own, be creative! |     |        |
| <b>7. Promoting interaction among students and between you and students</b>  | Now | Future |
| Be available during office hours; consider conversation and assistance via email, Moodle chat, phone, and discussion boards  |     |        |
| Encourage students to develop peer learning communities and study groups; collaborative work is especially easy to do in Google Suite  |     |        |

| List other ways you might create accessible and inclusive course materials and learning experiences... | Now | Future |
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