UNIVERSAL DESIGN FOR LEARNING CHECKLIST:

Does your curriculum provide an *inclusive* environment?
Is it *UDL* friendly? Are your materials accessible? ★
Review this checklist to find out and plan to take progressive steps.

	Accomplished	
1. Creating a welcoming, respectful learning environment	Now	Future
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		
2. Addressing essential course components	Now	Future
Explain how sessions and assignments meet intended learning outcomes		
Discuss the components of course that build toward subsequent courses		
3. Communicating clear expectations & providing constructive feedback	Now	Future
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)		

UNIVERSAL DESIGN FOR LEARNING CHECKLIST:

	Accomplished	
4. Providing natural supports (including technology) for learning to enhance opportunities for all learners	Now	Future
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		
Allow ample time for exams and assignments		
★Utilize your learning management system: Moodle. Organize course and content, post accessible materials as well as sample student assignments (e.g., book reviews, movie reviews, etc.)		
★Create high-quality (high-contrast, straight, clear, free of mark-ups and shadows) accessible pdf scans using on-campus copiers that support Optical Character Recognition (OCR) or applications via personal devices that provide OCR. For more information see: https://gustavus.edu/asc/accessibility/UDLonline.php		
★ Provide all handouts and evaluations in 12-14 pt. sans serif font		
★Order and label headers, sub-heads, and body text to make Word and pdf documents accessible for text-to-speech readers (Read & Write, OrbitNote); use lists when possible		
★Provide all presentation 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: webaim.org/resources/contrastchecker/		
★For assistance with creating accessible documents, web pages, and more, refer to: https://gustavus.edu/asc/accessibility/UDLonline.php, accessibility.umn.edu/, webaim.org or washington.edu/accessibility/documents/		
5. Using teaching methods that consider diverse backgrounds, abilities, and experience	Now	Future
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 captioned videos, movies and podcasts. YouTube auto-captions and allows video owners to edit video captions. Transcripts or SRT files can also be uploaded. Use this Gustavus Youtube tutorial: https://youtu.be/3ux02IMOh9U. Use the Gustavus Beta Captioning site to create SRT files: https://gustavus.edu/a11y/subtitles		

UNIVERSAL DESIGN FOR LEARNING CHECKLIST:

6. Offering multiple ways for students to demonstrate their knowledge	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!		
7. Promoting interaction among students and between you and students	**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

ACADEMIC SUPPORT CENTER
Anderson Hall 107 | 507-933-7227 | gustavus.edu/asc