UDL/QM COURSE CONTENT AND DELIVERY METHODS: CHECKLIST

Presentation Materials Available Via: http://udlandqm.pbworks.com/w/page/117457374/FrontPage

Context and Background

- o Instructions provide a clear start and identify course components (QM 1.1).

- o Introduce the purpose and structure of the course (QM 1.2).

- o Course and/or institutional policies are presented (QM 1.4).

Learning Objectives

- o Course learning objectives are measurable (QM 2.1).

- o Learning objectives and related outcomes are consistent with course objectives (QM 2.2).

- o Learning objectives are stated clearly and written from the student's perspective (QM 2.3).

- o Instructions are presented in a wide array of formats with samples outcomes (UDL 1, 2.5).

Assessments including Assignments and Expectations

- o Assessments measure learning objectives and are consistent with course activities (QM 3.1).

- o Course grading policy is stated clearly (QM 3.2).

- o Assessments are sequenced, varied, and appropriate to the student work (QM 3.4).

- o Multiple opportunities are provided to measure student learning (QM 3.5).

Instructional Materials and Resources

- o Clearly stated purpose for instructional materials that are related to learning activities (QM 4.2).

- o Course resources are appropriately cited and current (QM 4.3, 4.4).

- Instructional materials present a variety of formats and perspectives on the course content (QM 4.5, UDL 1, 2.5, 3.3).

Course Technology and Delivery Systems

- Course instructions articulate or link to the institution's accessibility policies and services (QM 7.2).

- Course instructions articulate or link to an explanation of how the institution's academic support services (QM 7.3).

- Course instructions include student disability support services (QM 7.4).

- Course delivery is presented in online modules (standardized units).

- A video introduction and course module introductions of the course are digitally recorded via the Digital Media Classroom or screen capture software.

Course Navigation and Technology

- All course tools and media are aligned with thecourse learning objectives (QM
- 6.1).

- Navigation via the online tools and media is logical, consistent and efficient (QM
- 6.3).

- Course technologies are readily accessible and are current (QM 6.4, 6.5).

- The course tools promote active student learning by optimizing individual choice
- (QM 5.2, UDL 7.1) and autonomy.

- Course design and implementation should minimize threats and distractions to learning (UDL 7.3).

Learner Interaction (among students and with faculty)

- The requirements for student participation and interaction is clearly stated (QM5.4).

- Plan for classroom response time and feedback on assignments is clearly stated (QM5.3).

- Learning activities advance the achievement and heighten the salience of the course learning objectives (QM5.1, UDL 8.1).

- Active learning is promoted by optimizing relevance, value and authenticity (UDL 7.2) of the learning activities.

- Active learning is promoted by fostering collaboration (UDL 8.3) between students and with faculty

- Active learning is promoted by communication and increasing mastery oriented feedback (UDL 8.4)

Learning Support and Accessibility

- Course design, navigation and implementation exemplify accessibility for all learners (QM8).

- Accessible technologies are utilized and guidance is provided on obtaining accommodations (QM 8.1).

- Alternatives are provided for the perception of auditory and visual content (QM 8.2, UDL 1.2, 1.3).

- Presentation of information should be customized to best meet the learning needs of diverse course populations (UDL 1.1).

- Course design is focused on minimizing distractions and facilitates readability by utilizing multiple media (UDL 2.5).

- Consideration is given to the clarification of vocabulary, symbols, notation and syntax unique to respective course content (UDL 2.1, 2.2, 2.3).

- The course accommodates and optimizes the use of assistive tools and technologies (QM 8.4, UDL 4.2).

- Course design varies the methods of responses and navigation as a mode for providing options for physical participation (UDL 4.1)