

Inclusive Course Design Checklist

Checklist / Reminders	Y/N/ NA	References/Resources
I. Establishing a welcoming climate		
<ul style="list-style-type: none"> • Introduce yourself and your contact information • Introduce course syllabus • Include course related student self-introduction activity • Understanding Our Students • Variability Matters 		<ul style="list-style-type: none"> • Faculty profile web page sample • Accessible Syllabus Template • Student Engagement Techniques: A Handbook for College Faculty, E. F. Barkley, Chapter 9, p.112 • Creating Caring and Respectful Teaching and Learning Communities
II. Presenting Your Course Content		
<p>Options in presenting your course content</p> <ul style="list-style-type: none"> • Any textbook, required or recommended readings, workbook, course readers, etc.? • Any printed or self-created course materials in Word, PPT slides, pdf, etc.? • Any non-print or self-created multimedia materials? 		<ul style="list-style-type: none"> • UDL Guidelines: Principle I - Multiple Means of Representation • UDL Guidelines - Educator Worksheet • Order textbook? • Resources from SJSU Library (Course Reserve materials, LibGuides, Library Streaming Videos, etc.) • Resources from CSU (MERLOT, COOL4Ed, etc.) • Ted Talks, YouTube with cc, NBC Learn
<p>Are your course materials accessible?</p> <ul style="list-style-type: none"> • Do you have any web Links, Images/charts, Structure, and Table in your documents? The L.I.S.T. mnemonics check. • What is the reading order in your documents? • Do you have any closed captions or transcripts for your multimedia materials? 		<ul style="list-style-type: none"> • SJSU accessibility guidelines • SJSU Captioning Support
<ul style="list-style-type: none"> • Any outline/structure for your course content? • Any content relationships, patterns, critical features? • Any course roadmap, schedules? 		<ul style="list-style-type: none"> • Student Engagement Techniques: A Handbook for College Faculty by E. F. Barkley
<p>What are the measurable Learning Outcomes for your course content?</p>		
III. Assessing Learning from Student's Actions/ Expression		
<p>Options in assessment (Quizzes, tests, paper, projects, presentations, individual or group assessment, etc.)</p> <ul style="list-style-type: none"> • Course-related knowledge & skills 		<ul style="list-style-type: none"> • UDL Guidelines: Principle II - Multiple Means of Action and Expression • UDL Guidelines – Educator Checklist Version 2 • Top 10 UDL Tips for Assessment • Classroom Assessment Techniques

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<ul style="list-style-type: none"> • Learner attitudes, values, and self-awareness • Learner reactions to teachers and teaching • Any rubrics or criteria to assess learning? • Any grading policy? 		<ul style="list-style-type: none"> • MERLOT, COOL4Ed • SJSU assessment technologies from eCampus (Canvas) • Google forms • Bloom's Revised Taxonomy Planning Framework
Does your assessment align with learning outcomes?		
IV. Teaching Strategies to Engage Students		
<p>Options in engaging students to learn:</p> <ul style="list-style-type: none"> • Strategies/formats adopted (lecture-based, discussion, project-based, online, technology based, hybrid, flipped format, etc.) • Any content outline, graphic organizer, pattern recognition tips, course roadmap or schedules? • Any step-by-step instructions, study guides/strategies • Any key points or prompts in viewing videos, case studies • Any technologies/resources used? MERLOT, eCampus, TED & TED Ed, YouTube, NBC Learn, etc. 		<ul style="list-style-type: none"> • UDL Guidelines: Principle III - Multiple Means of Engagement • UDL Guidelines – Educator Checklist Version 2 • Top 10 UDL Tips for Designing an Engaging Learning Environment • Teaching for Learning by C.H. Major, M.S. Harris, T. Zakrajsek • Collaborative Learning Techniques: A Handbook for College Faculty by E. F. Barkley, K. P. Cross, C. H. Major • Teaching tools from eCampus • MERLOT, COOL4Ed • NBC Learn Higher Ed
<ul style="list-style-type: none"> • Any timely feedback/ communication? • Any strategies to maintain student interest, motivation, metacognition? 		<ul style="list-style-type: none"> • Student Engagement Techniques: A Handbook for College Faculty by E. F. Barkley
Do your strategies align with Learning Outcomes?		
V. Student Resources		
<ul style="list-style-type: none"> • Course Syllabi • Instructor's role in the supporting process and classroom protocol • Campus resources: SJSU Library, Canvas support, Student Technology Center, Peer Connections, Writing Center, Counseling Center, AEC, etc. • University policies: academic integrity, ADA, dropping and adding, course recording, etc. 		<p>Syllabus information</p> <ul style="list-style-type: none"> • Library Online Students' Guide • Canvas Student Support • Student Technology Resources • SJSU Peer Connections • SJSU Writing Center • SJSU Counseling and Psychological Services • Accessible Education Center
VI. Other Resources		
<ul style="list-style-type: none"> • The 7-step for Preparing Accessible Course Materials • Inclusive Course Design [pdf] 		