

UDL Checklist for Instruction and Presentations

This checklist was adapted from the [Research Engagement Department's UDL Checklist](#) and is based on the [Targeted Accessibility Guide for Teaching & Learning](#). For more context and an overview of the topic, please visit that guide. Download the PDF of an [annotated slide deck](#) to see these principles in practice. [Checklist for instruction spaces and formats](#).

[Assessing your lessons for UDL](#)

	Relevant Support or Questions	Achieved?
Planning/ Preparation		
Pre-class survey	Sample Survey for Library Instructors , NC State University Libraries	
Create clear, measurable learning objectives	Best Practices for Creating Learning Objective , NCSU DELTA <input type="checkbox"/> No more than 1-3 learning objectives per meeting	
"Chunk" learning material by doing a task analysis of your lesson objectives	Guidelines for chunking information Chunking content to increase learning Academic Technology Accessibility Quick Guide Assess the learning tool or technology	
"Chunking" checklist	<input type="checkbox"/> Do I have time to introduce a concept? <input type="checkbox"/> Do I have time to model the concept? <input type="checkbox"/> Do I have time for my audience to practice the concept? <input type="checkbox"/> Does my practice activity require a tool or technology? <input type="checkbox"/> Is my tool or technology accessible? How do I know?	

	<ul style="list-style-type: none"><input type="checkbox"/> If so, do I require or have time to introduce the tool or technology?<input type="checkbox"/> Do I have time to model any necessary technology?<input type="checkbox"/> Do I have time to provide feedback on the activity/practice?<input type="checkbox"/> Did I provide the correct answers and justification?<input type="checkbox"/> Did I provide resources to supplement the material or the opportunity to ask follow up questions?	
Share instruction materials, in advance if possible		

	Relevant Support or Questions	Achieved
Instructional Materials		
ADA (Americans with Disabilities Act) Compliance	<p>*Note that UDL for instructional materials is not the same as having ADA compliant documents. See tools and resources below to ensure instructional materials are ADA compliant.</p> <p>Word</p> <p>PowerPoint</p> <p>Excel</p> <p>Docs</p> <p>Sheets</p> <p>Slides</p> <p>Video & Audio</p> <ul style="list-style-type: none"> • Videos should be closed captioned and transcript is available • Video should account for audio-listening only and not solely rely on visual representation 	
Use Accessibility Checker	<p>Grackle for Google Docs</p> <p>Microsoft Products</p> <p>Adobe PDF</p>	

General Accessibility Guidelines

[Color Use & Color Contrast](#)

[Headings](#)

[Lists](#)

[Hyperlinks](#)

[Images](#)

- Assign alt-text to all images
- Avoid GIFs, moving text, flashing images
- Avoid images with text or include alt-text
- Pair images with textual explanation

[Tables and charts](#)

- Use alt-text to describe information presented in charts and tables
- Share numerical data in addition to visualization or chart

[Text](#)

- Font is appropriate size and style - easy to read
- Present text in bullet format or short paragraphs rather than large blocks of text
 - Use built-in formatting to distinguish hierarchy of information (headings, subheadings, normal text)
 - Provide a short link (golink) that can be easily followed

Instructional delivery:		
<input type="checkbox"/> Use scaffolds to support extension of learning outside of the instruction session. Sometimes before is best (flipped classroom approach).	<ul style="list-style-type: none"> ○ Examples: ○ Slides ○ Handouts ○ Videos ○ Infographics ○ Activity 	
<input type="checkbox"/> Share instruction materials (in advance if possible, but during or afterwards is also helpful) <ul style="list-style-type: none"> ○ Slides 		
<input type="checkbox"/> If delivering instruction remotely, enable live captioning		
<input type="checkbox"/> Share learning objectives, goals, agenda, or outline for lesson at the outset		

Make your presentation multimodal		
	<ul style="list-style-type: none"> <input type="checkbox"/> In addition to speaking, have a visual aid like a slides presentation. <input type="checkbox"/> Don't rely solely on images to convey a point; always pair with text. <input type="checkbox"/> If you ask a question or give directions verbally, also have that question or directions written and visible to the audience. <input type="checkbox"/> Build in time for individual reflection, active practice with a skill, and feedback on performance in addition to lecture or sharing of information. <input type="checkbox"/> Prepare notes or a guided notes worksheet for participants with the key takeaways and information to get further help. <input type="checkbox"/> Pair a video that demonstrates a skill or concept with text description or instructions (a transcript may suffice). <input type="checkbox"/> Share instructional materials with your audience, in advance when possible so they may review them before the lesson or can revisit the materials afterwards on their own time and pace. <input type="checkbox"/> Provide supplemental materials when possible: videos or resources on the topic, instructions or directions for how to get help, <input type="checkbox"/> Share learning objectives, goals, agenda, or outline for lesson at the outset 	

Resources:

[UDL Guidelines Checklist](#) (PDF), West Virginia Department of Education

Download the PDF of an [annotated slide deck](#) to see these principles in practice.