

## Notes about Universal Design, Accessibility and Best Practices

**List and describe briefly 5 places in your course design that you can deliberately incorporate principles of universal design and accessibility:**

From <http://www.cast.org/udl/index.html>

1. *Provide options for perception.* Voice-over visual presentations for major concepts will be included using PowerPoint or Prezi software. A script of the audio will be included for the presentation.
2. *Provide options for comprehension: Activate or supply background information.* Students who enter the LVN-RN accelerated program will have educational background in nursing but will still need some assistance in recalling the use of the nursing process. During the first module, students will be directed to a resource that reviews the nursing process and its application. For the nursing care plan assignment and example of a graphic plan of care will be provided.
3. *Provide options for expression and communication: Use multiple tools for construction and composition.* Tools for faculty-to-student interaction will be varied and include a discussion area for student question and feedback via audio and video files. Because this is a hybrid course, face to face communication will also be possible. Some of the learning activities students will use are concept mapping, a compare and contrast paper, a classroom debate.
4. *Provide options for sustaining effort and persistence: Increase mastery-oriented feedback.* Feedback will be provided within a 48 hour period where possible. Rubrics will be used to compare the students' work to set standards.
5. *Provide options for self-regulation: Develop self-assessment and reflection.* Reflective journaling will be used in the course design to promote metacognition in the student. Nursing is a practice based profession so by encouraging self-assessment and reflection in the student will help them incorporate those techniques into their professional practice.

**List and describe briefly 5 best practices you have built into your design. Refer to the rubric from which the idea came.**

1. *Quality Matters I.6 Course Overview and Introduction: Minimum technology requirements, minimum student skills, and, if applicable, prerequisite knowledge in the discipline, are clearly stated.* The course outline will clearly indicate the pre-requisite knowledge for the course. Support resources such as links to fundamental nursing concepts will be included in an easily accessible file. Orientation to the LMS will be provided and assistance from the Instructional Technologist will be available during the school's hours of operation.

2. *QOCI: A2 Chunking Information is "chunked" or grouped to help students learn the content.* Throughout the development of the course questions about the amount of material available and what is required has been a concern. By aligning outcomes and objectives, determining the critical content and then designing the modules using 'chunking' the students will get the maximum benefit.

3. *California State-Chico: Assessment Strategies: Ongoing multiple assessment strategies are used to measure content knowledge, attitudes and skills.* The course offers a variety of methods to assess learning including quizzes, discussion questions, a care map, debate, and performance of skills.

4. *Quality Matters VI-3 Course technology: Technologies required for this course are either provided or easily downloadable.* The course will be available on the School's learning management system. Students may obtain technical assistance from the Instructional technologist or faculty member. The ATI resources are web-based and easily accessible. Tools for care mapping are web-based with free trials downloadable.

5. *QOCI: A1 Sequence. Content is sequenced and structured in a manner that enables learners to achieve the stated goals.* The course uses a look at the differences between the LVN and the RN as the starting point. The module that follows is a demonstration of previously learned skills and is a competency check-off. Once the student has reviewed psychomotor skills, the course moves to client assessment and finally, a module designed to allow the student to explore the expectation of the professional nurse within the greater healthcare system. By building on the student's previous experience using activities throughout the modules, the student will achieve the stated goals.