

Does Your Curriculum Provide an Inclusive Environment? Is It UID Friendly?

Complete this checklist to find out.

Universal Instructional Design (UID) ensures an inclusive environment for all students.

“The basic premise of Universal Instructional Design is that curriculum should include alternatives to make it accessible and applicable to students with different backgrounds, learning styles, abilities and disabilities.” (Center for Applied Special Technology, n.d.)

By following the 7 principles* below, you can make your curricula accessible to all. *Adapted from Chickering & Gamson (1987) 7 Principles for Good Practice in Undergraduate Education

UID INCLUSION CHECKLIST	ACCOMPLISHED	
1. Creating a welcoming, respectful learning environment	Now	Future
Send welcome email to students prior to start of class		
Create introductory exercises that are personable, friendly and encourage humor		
Include a syllabus statement that fosters an inclusive learning environment. (Refer to attached examples.)		
Learn students' names		
Be open to meeting with students		
During the first week of class lay the foundation to establish learning communities		
Let students know from the outset that the environment is inclusive and that all "voices" are heard		
Encourage questions		
Compliment student participation		
Develop course objectives with student input		
Collect information on "Student Information Sheet" (attached)		
2. Addressing essential course components	Now	Future
Provide class sessions and assignments that meet intended learning outcomes		
Discuss with students the components of the course that build toward subsequent courses		
3. Communicating clear expectations & providing constructive feedback		
Post comprehensive user-friendly syllabus online prior to beginning of course		
Post online video of instructor explaining teaching style and philosophy		
Provide clear written and audio explanations of course assignments online		
Post grading rubrics of all assignments online at the beginning of class		
Start each day with an overview of the day's objectives		
Ask students to match course objectives with course content, lectures, and assignments		
Provide students with completed grading rubrics including 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		

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3. Communicating clear expectations & providing constructive feedback	Now	Future
Ask students to complete peer evaluations for team members		
Encourage students to submit assignments at least one week prior to due date for teacher and peer review before resubmitting revised assignment		
Provide students with information regarding how to access support structures such as tutoring, writing center, and other out-of-class assistance		
Ask students to do a one-minute paper at the end of class to outline what they learned, indicate when they were the 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		
4. Providing natural supports (including technology) for learning to enhance opportunities for all learners	Now	Future
Post all reading materials (except text books) and website links online		
Post some student assignments (e.g., book reviews, movie reviews, etc.) on course site so that other students may review		
Provide all handouts and evaluations in 12-14 pt. san serif font		
Provide all PowerPoint slides & handouts in UID format (i.e., few words per slide, san serif font, large bold print) with no more than two slides per page for handouts		
Be available to students via email, phone, online course site, and in person for assistance		
Consider the cost of textbooks; if possible, use original sources that can be bought at second-hand book stores, create your own packet of readings, or mention if books are available in library		
Establish learning communities in the course to provide students with classmate resources		
Ensure that all field trips, labs, and educational opportunities outside of the classroom are accessible to all students		
Allow for ample time for exams and assignments		
5. Using teaching methods that consider diverse learning styles, abilities, ways of knowing, and previous experience and background knowledge	Now	Future
Utilize 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, large group discussion, small group discussion, pair and share, role playing, case studies, games, exercises, guest speakers, panels, movies, videos, podcasts, vodcasts		
Use open captioned videos, DVDs, and video streams		
Consider the learning styles of your current students and use appropriate teaching strategies		
6. Offering multiple ways for students to demonstrate their knowledge	Now	Future
Offer students the option of papers, presentations, PowerPoint's, online presentations, team assignments, poster sessions, role playing, websites, games, exercises, case studies, online discussions, individual and group projects		
7. Promoting interaction among students and between you and the students	Now	Future
Be available and encourage conversation and assistance via email, phone, discussion board, chatrooms, and in person		
Encourage students to develop peer learning communities		

List other ways you might ensure inclusion . . .

<http://www.cehd.umn.edu/passit/docs/guidebook%201.pdf>

**Does Your Department/Program Provide an
Inclusive Environment?
Is It UID Friendly?**

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	Now	Future
1. Creating a welcoming, respectful learning environment	Now	Future
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Create introductory exercises that are personable, friendly and encourage humor		
Learn students' names		
Be open to meeting with students		
Let students know from the outset that the environment is inclusive and that all "voices" are heard		
Encourage questions		
Compliment student participation		
Develop materials with student input		
2. Addressing essential department/program components	Now	Future
Provide programs and services that meet the department's intended learning outcomes		
Discuss with students the components of the program/services and how they relate to their educational experience		
3. Communicating clear expectations & providing constructive feedback	Now	Future
Post comprehensive user-friendly materials online		
Post online video of department/program director explaining policies and procedures		
Provide clear written and audio explanations of policies and procedures online		
Request feedback from students on the programs and services throughout the semester rather than only at the end of the semester		
4. Providing natural supports (including technology) for learning to enhance opportunities for all learners	Now	Future
Post all reading materials and website links online		
Provide all handouts and evaluations in 12-14 pt. san serif font		
Provide all PowerPoint slides & handouts in UID format (i.e., few words per slide, san serif font, large bold print) with no more than two slides per page for handouts		
Be available to students via email, phone, website, and in person for assistance		
Ensure that all programs, events, and educational opportunities are accessible to all students		
Allow for ample time for written work (forms to be completed, etc.)		

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	Now	Future
5. Using presenting methods that consider diverse learning styles, abilities, ways of knowing, and previous experience and background knowledge		
Utilize 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, large group discussion, small group discussion, pair and share, role playing, case studies, games, exercises, guest speakers, panels, movies, videos, podcasts, vodcasts		
Use open captioned videos, DVDs, and video streams		
Consider the learning styles of your current students and use appropriate teaching strategies		
6. Offering multiple ways for students to demonstrate their knowledge		
Offer students the option of papers, presentations, PowerPoint's, online presentations, teams, poster sessions, role playing, websites, games, exercises, case studies, online discussions, individual and group projects		
7. Promoting interaction among students and between you and the students		
Be available and encourage conversation and assistance via email, phone, discussion board, chatrooms, and in person.		
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