

Pedagogical Curb-Cuts
***How* is Your Curriculum**
UID Friendly?

UID Coffee Break
Advanced Session
June 3, 2008

Presenters

Karen A. Myers, PhD

Leadership & Higher Education

kmyers11@slu.edu

Elizabeth Hill, PhD

Center for Teaching Excellence

bhill7@slu.edu

Carol Beckel, MA, PT

Program in Physical Therapy

beckelcl@slu.edu

UID Coffee Break

brought to you by ...

**Retention Management
Committee Grant Program**

&

Center for Teaching Excellence

PURPOSE

- **Awareness of UID to SLU faculty**
- **Faculty assisting faculty in making their curriculum UID friendly to enhance inclusion and retention**

The AGENDA

- **Introductions**
- **Universal Instructional Design (UID)**
- **Disability through a Multicultural Lens**
- **UID in action: What YOU are doing**
- **What next? The Plan**
- **Session Evaluation**

Definition of Universal Instructional Design

“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.”

Source: CAST (Center for Applied Special Technology)

Why UID?

- **Model for Equitable Access**
- **Model for Diversity & Multicultural Education**
- **Model for Social Justice**

**Viewing Disability
Within the Frameworks
of Diversity and
Multiculturalism**

Defining Diversity

“Diversity signifies the simple recognition of the existence of different social group identities.”

(Miksich et al., 2003, p. 5)

Inclusive Definition of Diversity

- ethnicity
- socioeconomic class
- home language
- disability
- age
- gender
- religion
- sexual orientation
- recognition of multiple social identities

Defining Multiculturalism

“If diversity is an empirical condition . . . , multiculturalism names a particular posture towards this reality.”

(Miksich et al., 2003, p. 6)

Defining Multiculturalism

“an idea, an educational reform movement, and a process”

(Banks, 2001, p. 2)

James Banks' 5 Dimensions of Multicultural Education

- content integration
- knowledge construction
- prejudice reduction
- equity pedagogy
- empowering school culture

How can UID serve as a model for multicultural postsecondary education?

(relate to Banks)

- Modeling equity pedagogy
- Creating learning environments where no one feels segregated or excluded, where all students feel empowered
- Enabling students to construct knowledge in a manner that recognizes their life experiences and values difference

UID as a model for multicultural postsecondary education (cont.)

- Implementing content integration through consideration of all possible learners when developing course content, selecting textbooks and other course materials, and determining methods of disseminating information and assessing learning
- Reducing prejudice and stereotyping through more inclusive learning environments that encourage intergroup interaction

The Importance of Broadening the Definitions of Diversity and Multiculturalism

- It is increasingly difficult to identify with a “single” identity (e.g., a person can identify as being Hispanic, gay, and having a learning disability).
- Aspects of a person’s identity may emerge in response to environmental circumstances.

Principles of Universal Design for Multiculturalism

Copyright: Cordano, R. J., JD, & Mann
Rinehart, P. (2005)

The application of the principles of Universal Design to diversity and multiculturalism as developed here do not constitute or imply acceptance or endorsement from the Center for Universal Design of these applications.

UD for Multiculturalism

Principle 1

Build barrier-free, welcoming environments with attention paid to attributes that include usability, diverse content, access to artwork and graphic design, and geographic location relative to function.

Copyright: Cordano, R. J., JD, & Mann Rinehart, P.
(2005)

UD for Multiculturalism

Principle 2

Create spaces and programs that foster a sense of community for all students, particularly students from underrepresented communities

Copyright: Cordano, R. J., JD, & Mann Rinehart, P.
(2005)

UD for Multiculturalism

Principle 3

Design accessible and appropriate physical environments that provide ease of use for people who use different modes of interacting or communicating and allow for confidential use based on the services, programs, or benefits being delivered.

Copyright: Cordano, R. J., JD, & Mann Rinehart, P.
(2005)

UD for Multiculturalism

Principle 4

Ensure that non-electronic information environments are accessible and appropriate so that information is delivered in formats (e.g., Braille, captioning, different languages) understandable by and easily usable by diverse users without requiring unnecessary steps or “hoops” to jump through for completion.

Copyright: Cordano, R. J., JD, & Mann Rinehart, P.
(2005)

UD for Multiculturalism

Principle 5

Design and maintain Internet and other electronic environments to ensure accessibility and appropriate confidentiality or privacy for those who use various adaptive equipment, hardware, (that may vary in age and capacity), and software and for those that require or need confidentiality or privacy.

UD for Multiculturalism

Principle 6

Create inclusive and respectful policies and programs that, from the beginning, take into consideration the diverse student and employee populations at the institution and provide natural and cognitive supports to ensure full utilization of programs by students and employees

Copyright: Cordano, R. J., JD, & Mann Rinehart, P.

UD for Multiculturalism

Principle 7

Hire and develop personnel who understand, respect, and value the institution's diverse community of students and employees.

Copyright: Cordano, R. J., JD, & Mann Rinehart, P.
(2005)

UID Faculty Checklist

- **What are you doing?**
- **What do you plan to do?**

Resources

- **Pedagogy and Student Services for Institutional Transformation (PASS IT)**
<http://www.gen.umn.edu/research/passit>
- **Curriculum Transformation & Disability (CTAD)**
<http://www.gen.umn.edu/research/crdeul>
- **CRDEUL Monograph 5: *Best Practices in Access and Retention in Higher Education*, pages 13-25**
<http://www.education.umn.edu/CRDEUL/publications.html>

Resources

- **DO-IT The Faculty Room, Univ of Washington**
<http://www.washington.edu/doit/Faculty>
- **DO-IT The Conference Room, U of Wash**
<http://www.washington.edu/doit/Conf>
- **DO-IT The Board Room, Univ of Washington**
<http://www.washington.edu/doit/Board>
- **DO-IT The Student Lounge, Univ of Wash**
http://www.washington.edu/doit/Resources/college_prep.html

**THANK YOU for
Joining Us!**