

**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*

<b>UID INCLUSION CHECKLIST</b>		<b>Accomplished</b>	
<b>1. Creating a welcoming, respectful learning environment</b>		<b>Now</b>	<b>Future</b>
	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)		
<b>2. Addressing essential course components</b>		<b>Now</b>	<b>Future</b>
	Provide class sessions and assignments that meet intended learning outcomes		
	Discuss with students the components of the course that build toward subsequent courses		

# Universal Instructional Design Checklist

<b>UID INCLUSION CHECKLIST</b>		Accomplished	
<b>3. Communicating clear expectations &amp; providing constructive feedback</b>		Now	Future
	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		
	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		
<b>4. Providing natural supports (including technology) for learning to enhance opportunities for all learners</b>		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		

<b>UID INCLUSION CHECKLIST</b>		<b>Accomplished</b>	
<b>5. Using teaching methods that consider diverse learning styles, abilities, ways of knowing, and previous experience and background knowledge</b>		<b>Now</b>	<b>Future</b>
	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		
<b>6. Offering multiple ways for students to demonstrate their knowledge</b>		<b>Now</b>	<b>Future</b>
	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		
<b>7. Promoting interaction among students and between you and the students</b>		<b>Now</b>	<b>Future</b>
	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 . . .