The Faculty Development Office: A DS Provider's New Best Friend

Novice List for Universal Design Implementation

Each list will provide ideas on how to implement Universal Design and Universal Design for Learning on your own campus. They have been classified on the basis of time, effort, and skill needed to implement each task.

The novice list contains quick, simple universal design ideas with no real time commitment to implement.

- **Class Climate**
  - Adopt practices that reflect high values with respect to both diversity and inclusiveness. Welcome everyone. Create a welcoming environment for all students. Encourage the sharing of multiple perspectives. Demonstrate and demand mutual respect.
  - Avoid stereotyping. Offer instruction and support based on student performance and requests, not simply on assumptions that members of certain groups (e.g., students with certain types of disabilities or from specific racial/ethnic groups) will automatically do well or poorly.
  - Use teaching methods and materials that are motivating and relevant to students with diverse characteristics with respect to age, gender, culture, etc.
  - Be approachable and available. Learn students' names. Welcome questions in and outside of class, seek out a student's point of view, and patiently respond. Maintain regular office hours and work around student schedule conflicts with them.
  - Address individual needs in an inclusive manner. Make statements on the syllabus and in class inviting students to meet with you to discuss disability-related accommodations and other learning needs. Avoid segregating or stigmatizing any student by drawing undue attention to a difference (e.g., disability) or sharing private information (e.g., a specific student's need for an accommodation).
  - Avoid teaming the fastest with the slowest students.

- **Physical Environments/Products**
  - Assure that activities, materials, and equipment are physically accessible to and usable by all students and that all potential student characteristics are addressed in safety considerations.
  - Assure physical access to facilities. Use classrooms, labs, workspaces, and fieldwork sites that are accessible to individuals with a wide range of physical abilities.
  - Arrange instructional spaces to maximize inclusion and comfort. Arrange seating to encourage participation, giving each student a clear line of sight to the instructor and visual aides and allowing room for wheelchairs, personal assistants, and assistive technology. Minimize distractions for students with a range of abilities to pay attention (e.g., put small groups in quiet work areas).
• Delivery Methods

  ▪ Use multiple teaching methods that are accessible to all learners.
  ▪ Provide multiple ways to gain knowledge. Use multiple modes to deliver content and motivate and engage students—consider lectures, collaborative learning options, hands-on activities, Internet-based communications, educational software, fieldwork, etc.
  ▪ Make each teaching method accessible to all students. Make each instructional method accessible to students with a wide range of abilities, disabilities, interests, learning styles, and previous experiences. Provide the same means of participation to all students, identical when possible, equivalent when not.
  ▪ Use language at a level appropriate for students—avoids jargon or formal language not required for an understanding of the subject matter.
  ▪ Pause regularly, especially after presenting key points to allow students time to take notes, process the basic information and respond to what they’ve heard.
  ▪ Offer students alternatives for finishing labs after the customary lab hours.

• Information Resources/Technology

  ▪ Provide the syllabus in class and also through a website. The online version should be readable by text browsers and screen reading software.
  ▪ Provide written materials and lab instructions ahead of time so that students can properly prepare.

• Interaction

  ▪ Encourage interactions between students and the instructor and assure that communication methods are accessible to all participants.
  ▪ Promote effective communication with you. Face the class, speak clearly, use a microphone if your voice does not project adequately for all students, and make eye contact with all students. Use straightforward language and minimize unnecessary jargon and complexity in electronic and written communications. Use student names in communications. Employ interactive teaching techniques. Be available for online communication and encourage students to visit you during office hours; consider making a student-instructor meeting a course requirement.

• Feedback

  ▪ Provide specific feedback on a regular basis. Provide feedback and corrective opportunities. Allow students to turn in parts of large projects for feedback before the final project is due. Give students resubmission options to correct errors in assignment and/or exams.