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

Intermediate 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 intermediate list contains universal design ideas that require some planning and may have a minimal time commitment to implement.

- **Physical Environments/Products**
  
  - Assure everyone can use equipment and materials. Minimize nonessential physical effort and provide options for operation of equipment, handles, locks, cabinets and drawers from different heights, with different physical abilities, with one hand, and by right- and left-handed students in workspaces. Use large print to clearly label controls on lab equipment and other educational aides, using symbols as well as words and provide straightforward, simple oral and printed directions for operation and use.
  
  - Assure safety. Develop procedures for all students, including those who are blind, deaf, or wheelchair users. Label safety equipment simply, in large print, and in a location viewable from a variety of angles. Repeat printed directions orally.

- **Delivery Methods**
  
  - Select flexible curriculum. Choose textbooks and other curriculum materials that address the needs of students with diverse abilities, interests, learning styles and preferences, and other characteristics. Assure that curriculum materials are well organized, emphasize important points, provide references for gaining background knowledge, and have study questions and / or practice exercises, chapter outlines, comprehensive indexes, and glossaries. Consider technology-based materials that provide prompting, regular feedback, opportunities for multiple levels of practice, and access to background information, vocabulary, and other supports based on student responses.
  
  - Use large visual and tactile aides. Make visual aides as large as reasonable (e.g., use large, bold fonts on uncluttered overhead displays and connect a microscope to computer display screens to enlarge images). Use manipulatives to demonstrate content.
  
  - Provide cognitive supports. Summarize major points, give background / contextual information, provide effective prompting, provide scaffolding tools (e.g., provide outlines, class notes, summaries, study guides, copies of projected materials with room for note-taking) and other cognitive supports. Deliver these materials in printed form and in a text-based electronic format. Provide opportunities for gaining further background information and vocabulary and different levels of practice with variable levels of support.
  
  - Confirm that lab procedures are written in the same sequence in which they are to be performed.
• **Information Resources/Technology**

  - Assure that course materials, notes, and other information resources are designed to be intuitive, flexible, and available in formats accessible to all students.
  
  - Select materials early. Choose printed materials and prepare a syllabus early to allow potential students the option of beginning to read materials and work on assignments before the class begins and to allow adequate time to arrange for alternate formats, such as books on tape (which for textbooks can take longer than a month). Use multiple, redundant presentations of content that use multiple senses. Use a variety of visual aides and manipulatives.
  
  - Prior to and or directly after each classroom session provide a link to visual aids, handouts and summaries from the lecture.

• **Interaction**

  - Encourage cooperative learning. Assign group work where learners must support each other and that places a high value on different skills and roles. Encourage different ways for students to interact with each other-e.g., in-class questions and discussion, group work, Internet-based communications.
  
  - Make interactions accessible to all participants. For example, do not use a telephone conference unless all students expected to participate can participate given their abilities to hear, speak, and meet the schedule requirements. Also require that small groups communicate in ways that are accessible to all group members.

• **Assessment**

  - Provide multiple ways to demonstrate knowledge. Assess group / cooperative performance as well as individual achievement. Consider traditional tests with a variety of test item formats (e.g., multiple choice, essay, short answer), papers, group work, demonstrations, portfolios, and presentations as options for demonstrating knowledge, providing students choices in assessment methods and / or allowing students to use information technology to complete exams.
  
  - Monitor and adjust. Regularly, informally (e.g., class discussion) and/ or formally (e.g., through frequent, short exams), assess background knowledge and current learning of _ Test in the same manner in which you teach.
  
  - Assure that a test measures what students have learned, not their ability to adapt to a new format or style of presentation.
  
  - Minimize time constraints when appropriate.
  
  - Plan for variety in pace of learning and completion of work by announcing assignments well in advance of due dates. Allow extended time on tests and projects, unless speed is an essential outcome of instruction.