INCLUSIVE TEACHING CHECKLIST

The universal design of instruction philosophy (UDI) is gaining increased favor and application in education. Rather than designing for the average student, you design instruction for students who potentially have broad ranges of abilities. In being more purposeful and proactive in your course design you increase clarity and improve access for all learners in your class.

UDI GOAL

The goal of UDI is to maximize the learning of students who bring to the classroom a wide range of characteristics; differing ability, disability, age, reading level, learning style, native language, race, ethnicity, and other characteristics. UDI can be applied to all aspects of instruction, including class climate, interaction, physical environments and products, delivery methods, information resources and technology, feedback, and assessment. By applying UD principles to all aspects of instruction (e.g., delivery methods, physical spaces, information resources, technology, personal interactions, and assessments).

A UDI PROCESS

To apply UDI, an instructor should consider the potential variation in individuals as they select appropriate strategies for the delivery of instruction and then apply universal design to all course activities and resources. Specifically, the instructor needs to

1. **Identify the Course.** Describe the course, its learning objectives, and its overall content.
2. **Define the Universe.** Describe the overall population of students eligible to enroll in the course and then consider their potential diverse characteristics (e.g., with respect to gender; age; ethnicity and race; native language; learning style; and abilities to see, hear, manipulate objects, read, and communicate).
3. **Involve Students.** Consider perspectives of students with diverse characteristics, as identified in Step 2 above, in the development of the course. If they are not available directly from students, gain student perspectives through diversity programs such as Edgewood College’s Disabilities Services office, Center for Diversity & Inclusion, and Learning Support Services.
4. **Adopt Instructional Strategies.** Adopt overall learning and teaching philosophies and methods. Integrate these practices with universal design guidelines or strategies for learning or instruction.
5. **Apply Instructional Strategies.** Apply universal design strategies in concert with good instructional practices (both identified in Step 4) to the overall choice of course teaching methods, curricula, and assessments. Then apply universal design to all lectures, classroom discussions, group work, handouts, web-based content, labs, fieldwork, assessment instruments, and other academic activities and materials to maximize the learning of students with the wide variety of characteristics identified in Step 2.
6. **Plan for Accommodations.** Learn Edgewood College’s procedures for addressing accommodation requests (e.g., arrangement of sign language interpreters) from specific students for whom the course design does not automatically provide full access.
7. **Evaluate.** Monitor the effectiveness of instruction through observation and feedback from students with the diverse set of characteristics identified in Step 2, assess learning, and modify the course as appropriate.
UNIVERSAL DESIGN OF INSTRUCTION

UDI PRACTICES

The Principles of UD, developed by the Center for Universal Design (North Carolina State University), encourages the development of products and environments that promote (1) equitable use, (2) flexibility in use, (3) simple and intuitive use, (4) perceptible information, (5) tolerance for error, (6) low physical effort, (7) size and space for approach and use.

A related, but more specific concept, Universal Design for Learning (UDL) provides "a framework for designing curricula that enables all individuals to gain knowledge, skills, and enthusiasm for learning. UDL provides rich supports for learning and reduces barriers to the curriculum while maintaining high achievement standards for all." UDL guidelines, developed by CAST (http://www.cast.org/), promote the development of curriculum that includes options for (1) perception; (2) language, expressions, and symbolism; (3) comprehension; (4) physical action; (5) expressive skills and fluency; (6) executive functions; (7) recruiting interest; (8) sustaining effort and persistence; and (9) self-regulation. The CAST organization provides some well-rehearsed instructional guides in developing curriculum and activities for learners of all abilities.

UDI applies UD to all aspects of instruction. The following checklist provides examples of UDI practices.