

DOES YOUR CURRICULUM PROVIDE AN *INCLUSIVE* ENVIRONMENT?

IS IT *UID* FRIENDLY?

Complete this checklist to find out.

Please note: The following checklist was adapted from the Certificate for Transformative Teaching and Learning (CTTL) workshop materials by Dr. Karen Myers, Higher Education Administrations, School of Education, Saint Louis University, with a few updates regarding the presentation at 2016 Spring MACTE Conference.

UID INCLUSION CHECKLIST		Accomplished	
1. Creating a welcoming, respectful learning environment		Now	Future
	Create introductory exercises that are personable, friendly, & encourage humor		
	Learn students’ names and use their names when in communication		
	During the first week of class lay the foundation to establish learning communities (e.g., collaborative partners/dyads that lead to group work)		
	Let students know from the outset that the environment is inclusive and that all “voices” are heard		
	Encourage questions (e.g., by asking, “What questions do you have?”)		
	Compliment student participation and effort		
	Develop course objectives and assessment activities with student input;		
	Collect information about your students via “student information sheet” or interest inventory		
2. Addressing essential course components		Now	Future
	Provide class sessions and assignments that meet intended learning outcomes; Wiggins and McTighe’s (1998) Understanding by Design process is one framework that can help with instructional design: http://pixel.fhda.edu/id/six_facets.html		
	Discuss with students the components of the course that build toward subsequent courses		
3. Communicating clear expectations & providing constructive feedback		Now	Future
	Provide comprehensive user-friendly syllabus		
	Provide clear written and audio explanations of course assignments.		
	Post grading rubrics of all assignments.		
	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)		

Universal Instructional Design Checklist:

“Professional Development Program: Implementation of Universal Instruction Design to Promote Inclusive Education”

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3. Communicating clear expectations & providing constructive feedback		Now	Future
	Discuss in class general overall strengths and weaknesses of completed assignments		
	Ask students to complete peer evaluations for team members		
	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		
4. Providing natural supports (including technology) for learning to enhance opportunities for all learners		Now	Future
	Post examples of prior student work so students can see what assessments might look like (emphasize that these are samples and not models)		
	Post some student assignments (e.g., book reviews, movie reviews, etc.) on course site or on a classroom bulletin board 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, chat, phone, online course site, and in person for assistance, when applicable		
	Establish learning communities and/or “study buddies” in the course to provide students with classmate resources and peer-to-peer learning opportunities		
	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		
	Provide a text equivalent for every non-text element.		
	Use color carefully, especially for print and web-based pages. Color cannot be the only way information is conveyed, for example.		
	Use headers to make data tables accessible and/or ensure all content and design fits into a logical heading structure		
	Create accessible PDF documents, Microsoft Word documents, web pages, and more; consider using some of the accessibility tools found here: http://bitly.com/bundles/o_55lmgjfrs/2		

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UID INCLUSION CHECKLIST		Accomplished	
5. Using teaching methods that consider diverse learning styles, abilities, ways of knowing, and previous experience and background knowledge		Now	Future
	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, think-pair-share, role playing, case studies, games, exercises, guest speakers, panels, movies, videos, podcasts, vodcasts, and project- or problem-based learning.		
	Use open captioned videos, DVDs, and video streams, when possible. Tegrity allows users to insert captions; Amara, http://www.amara.org/en/ , crowdsources captions for YouTube videos, too.		
	Consider the learning styles of your current students and use appropriate teaching strategies. VARK, a guide to learning styles, by Neil Fleming, may be a good starting point: http://www.vark-learn.com/english/index.asp		
6. Offering multiple ways for students to demonstrate their knowledge		Now	Future
	Offer students the option of papers, presentations, PowerPoint’s, online presentations via narrated PowerPoints or through Tegrity, team assignments, poster sessions, role playing, websites, games, exercises, case studies, online discussions, individual and group projects		
7. Promoting interaction among students and between you and the students		Now	Future
	Be available and encourage conversation and assistance via email, chat, phone, discussion board, chatrooms, and in person, when possible.		
	Encourage students to develop peer learning communities and study groups; collaborative work is especially easy to do in Google Docs and wikis		

List other ways you might create accessible and inclusive course materials and learning experiences ...