



## **Instructor Checklist for Accomplishing Universal Design**

- \_\_\_ Outline requirements (both physical and intellectual) to reflect purpose of course
- \_\_\_ Communicate class expectations - attendance, snacks, breaks, participation, etc.
- \_\_\_ Include an access statement on syllabus encouraging disclosure of special needs
- \_\_\_ Establish course curricula utilizing multi-media lecture material (power point, etc.)
- \_\_\_ Set up a class list or electronic format for discussion and easy communication
- \_\_\_ Provide alternative means for students to demonstrate knowledge of content
- \_\_\_ Consider differences in learning styles and provide assignment choices
- \_\_\_ Provide multiple modes of class materials and assessment tools
- \_\_\_ Avoid timed testing; if testing is essential give them frequently on less material
- \_\_\_ Make notes and handouts available before each class period
- \_\_\_ Consider visual content in class and help to describe it if necessary
- \_\_\_ Be aware of lecture style and accommodate students who benefit from lip reading
- \_\_\_ Set up classroom seating to allow for ease of discussion (circle or horseshoe)
- \_\_\_ Maintain wide aisles and provide different types of seating (chairs/tables, desks)
- \_\_\_ Survey entire class for anonymous feedback after first 3 to 4 classes
- \_\_\_ Plan ahead for any field or lab work to allow for maximum inclusion
- \_\_\_ Establish and adhere to office hours - but be open to alternatives to meet students
- \_\_\_ Utilize captioned videos to benefit Deaf, Hard of Hearing, and International students
- \_\_\_ Be aware of campus resources to assist you in facilitating inclusive learning
- \_\_\_ Model an approachable and flexible attitude and encourage open communication