

**Volume 10
Issue 4
Spring 2008**

**“Universal Instructional
Design”**

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From the Director

The theme of this edition of the Notebook is Universal Instructional Design (UID). UID focuses on designing curriculum and learning environments that are accessible to all learners. In the opening article, Dr. Karen Myers introduces the principles of Universal Instructional Design (UID) and structures them using the Seven Principles of Good Practice in Undergraduate Education identified by Chickering and Gamson. The Seven Principles of Good Practice form a framework that the Center has used previously to organize programs exploring different pedagogical approaches. Throughout the issue, you will find suggestions and a checklist containing additional strategies for making a curriculum UID friendly. To learn more about UID, I encourage you to participate in the coffee break sessions on UID that the Center and Dr. Myers will be hosting in late May and early June.

The Fall 2007 issue of the Notebook featured an image of a moving van to draw attention to the Center for Teaching Excellence's temporary move to the Academic Resources Center (3840 Lindell Blvd.). This issue of the Notebook includes the same image of a moving van. The Center is preparing to move into new, more permanent space on the 2nd floor of the Anheuser Busch Wing of Pius XII Memorial Library. Construction of the Center's new home is expected to be completed in May 2008. We invite you to watch as our new physical space takes form, and to visit us in our new location beginning this summer.

For Your Calendars...

Growing a Global Community:
Addressing Social Justice In and
Out of the
Classroom

With Keynoter:
Vernon Wall, M.A.
Founding Faculty
Social Justice Training Institute

Wednesday, May 14th
8:30-11:30 am
St. Francis Xavier College Ballroom

Register Online @ fyp.slu.edu

Sponsored by The Office of the Provost,



DOES YOUR CURRICULUM PROVIDE AN *INCLUSIVE* ENVIRONMENT?

IS IT *UID* FRIENDLY?

	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)		
	Discuss in class general overall strengths and weaknesses of completed assignments		
	Ask students to complete peer evaluations for team members		
	Encourage students to submit assignments at least one week prior to due date for teacher and peer review before resubmitting revised assignment		
	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 all reading materials (except text books) and website links online		
	Post some student assignments (e.g., book reviews, movie reviews, etc.) on course site 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, phone, online course site, and in person for assistance		
	Consider the cost of textbooks; if possible, use original sources that can be bought at second-hand book stores, create your own packet of readings, or mention if books are available in library		
	Establish learning communities in the course to provide students with classmate resources		
	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		

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NY: Graduate School, Syracuse University.

The Center for Universal Design. (1997). *The principles of Universal Design* (Version 2.0). Raleigh, NC: North Carolina State University. Retrieved March 26, 2008, from http://www.design.ncsu.edu/cud/about_ud/udprinciples.htm

Chickering, A., & Gamson, Z. (Eds.). (1991). *Applying the seven principles for good practice in undergraduate education*. San Francisco: Jossey Bass.

Curriculum Transformation and Disability (CTAD).

