

Instructor Checklist for 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 material (power point)
	Set-up a class listserv 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 time testing; if testing is essential give tests 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, horseshoe)
	Maintain wide isles and provide different types of seating (chairs/tables)
	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 t alternative to meet students
	Utilize captioned videos to benefit deaf, hard of hearing, or international students
	Be aware of campus resources to assist you in facilitating inclusive learning
	Model an appropriate and flexible attitude and encourage open communication