Promoting Inclusive Teaching Among College Faculty: A Framework for Disability Service Providers (Practice Brief)

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Abstract

As increasing numbers of students with disabilities enter higher education, the need for college faculty to adopt inclusive teaching practices intensifies. Professional development (PD) opportunities involving inclusive teaching strategies are a useful way to help instructors develop these skills; unfortunately, many colleges and universities do not offer such trainings due to lack of resources or limited faculty time. This practice brief presents a framework for disability service providers (DSPs) to utilize and guide instructors to create accessible class materials and assessments. Following a "plan, deliver, assess" structure, the framework includes multiple tools, including self-assessments, check lists, and work sheets, that instructors can use following PD activities to continue to make their teaching more accessible.

Keywords: Inclusive teaching, college faculty, professional development, universal design for instruction, accessibility

Students with diverse abilities and learning styles including those with disabilities comprise a growing population on college and university campuses. Encompassing approximately 11% of postsecondary education enrollment, these students may experience a range of impairments, including cognitive, emotional/psychological, physical, or developmental. While their enrollment rate continues to increase, as a group, their retention and graduation rates lag behind their peers without disabilities (Lombardi & Lalor, 2016). For example, 41% of college students with disabilities complete their degrees as compared to 59% of students without disabilities (Newman et al., 2011; U.S. Department of Education, 2017). This disparity highlights problems for institutions of higher education seeking to improve retention and graduation rates (Dukes, Madaus, Faggella-Luby, Lombardi, & Gelbar, 2017). Further, failure to obtain a college degree is associated with higher unemployment rates and lower hourly wages as well as less flexible work hours (Park, Roberts, & Delise, 2017).

Students with disabilities have identified multiple barriers to achievement, which include negative faculty attitudes and/or a lack of understanding of disabilities, accommodation needs, and stigma (Dowrick, Anderson, Heyer, & Acosta, 2005). Not only are these factors associated with decreased graduation rates and lower self-esteem, but also with a reduced likelihood of using accommodations and academic resources (Lombardi & Lalor, 2016).

Faculty members can serve as key players in ensuring accessible education for students with disabilities by building supportive courses that foster student engagement (Dowrick, et al., 2005). However, many college instructors feel uninformed and underprepared to provide appropriate supports such as assistive technology and course materials in varied formats (Raue & Lewis, 2011). Further, instructors may not even be aware of the growing number of students with disabilities in their classes.

Targeted efforts to increase faculty knowledge of disability and methods to ensure their classes are accessible may better equip instructors to serve this population. Disability-related knowledge, including disability law and characteristics of different types of disabilities, can help faculty to understand students' experiences, as well as faculty responsibilities for accommodation. While sharing disability-re-

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lated information with faculty may benefit students with disabilities, these trainings unfortunately happen infrequently on college campuses (Lombardi & Lalor, 2017). Most universities do not mandate or offer faculty professional development opportunities about ways to work with students with disabilities. For example, in a survey of 1600 institutions of higher education conducted by the National Center for Education Statistics, only 46% provided faculty training involving accessibility and inclusive teaching practices (Park et al., 2017). Instructors are often challenged to independently navigate their legal obligations, as well as explore the most effective teaching practices for students with disabilities. Alternatively, faculty members who attend disability-related trainings indicate feeling more familiar with the needs of these students and better able to provide appropriate accommodations (Lombardi & Lalor, 2016). Despite these benefits, institutions cite lack of resources and limited instructor time as reasons these trainings are infrequent (Raue & Lewis, 2011). As such, there is a need for effective professional development tools that can introduce college faculty to principles that make courses accessible to all learners.

Universal Design and Inclusive Instruction

The principle of universal design which originated in architecture involves constructing environments that can be accessed, experienced, and understood by the greatest number of individuals (Connell et al., 1997). When adapted to fit instruction, universal design incorporates adaptability, flexibility, and preemptive planning to ensure all aspects of a class, including planning and instructional delivery, as well as assignments and assessments, are inclusive and responsive to students' needs (Park et al., 2017). Universal design for instruction (UDI; Scott, McGuire, & Shaw, 2001a) and universal design for learning (UDL; Rose, Harbour, Johnston, Daley, & Abarbanell, 2006) are frameworks to guide faculty to consider inclusivity as they plan and deliver lectures, as well as evaluate students' learning. Operationalizing these broad theories with concrete, actionable steps to implement principles can provide a scaffold for more accessible and inclusive teaching. This practice brief describes an approach to professional development that disability service providers (DSPs) can use to guide instructors at their institutions to achieve these goals.

A Challenge for Training Faculty to Teach Inclusively

Today's undergraduate enrollment is more heavily nontraditional, including older and part-time students, racially and ethnically diverse learners, and students with disabilities (National Center for Education Statistics, 2017). Diversity among learners includes diversity of experiences, ways of learning, and challenges to the traditional "sage on the stage" instructional model (King, 1993). It is significant to note a shift over the past several decades to the importance of pedagogy and the scholarship of teaching in postsecondary settings (Boyer, 1990). In fact, many faculty now examine their teaching practices with interest in learning technologies, different teaching modalities, and ways that the learning environment may be enhanced to meet the needs of diverse students (Mellow, Woolis, Klages-Bombich, & Restler, 2015). DSPs, serving as a bridge between students with disabilities and professors, are often in a position to work collaboratively with faculty on inclusive strategies, but limited resources and time may create a challenge for DSPs given their multiple responsibilities. Materials that can be adapted to individual campuses and tailored to faculty needs comprise a valuable tool for use in a variety of training milieus.

Description of Practice

Based upon extensive college teaching experiences as well as federally funded grants, numerous training opportunities via professional institutes, conference presentations, and institutional consulting, the authors have developed and refined several resources that can be adapted to various training settings (e.g., short workshops, extended day professional development seminars). Feedback from conferences and trainings over several years has affirmed the relevance, adaptability, and effectiveness of materials for faculty who have implemented inclusive strategies across a number of disciplinary areas and courses. Specifically, the UDI framework was used as the foundation for actionable steps that faculty can directly employ in their teaching. In the following sections, strategies that are grounded in UDI and facilitate inclusive teaching are described and illustrated. We encourage DSPs to consider these strategies in any institution-wide faculty training effort.

Important Campus Partnerships

Because of time considerations both for faculty and DSPs, campus based disability trainings require long term planning with multiple constituencies to be most effective. DSPs should foster cross-campus collaborations outside of disability services. Partnering with administrators or supportive faculty members can increase visibility of PD opportunities, as well as uncover possible resources for trainings. For instance, administrators or faculty partners may sug-

gest that instructors attend disability-related PD by sending emails or memos about the trainings. Campus partners may be able to create time or space within already existing faculty development events such as department meetings. Another important ally includes staff within a campus-wide Center for Teaching and Learning which might offer ongoing PD opportunities for faculty. A partnership with such a center can infuse disability-related trainings into an already existing faculty support network (Behling & Linder, 2016). In addition, DSPs can also explore other possible campus partners, such as advising or support staff, who can serve as liaisons with faculty. When planning a disability-related training, the following core questions are essential: (a) With regard to administrator or faculty support, who are your allies? (b) How might you collaborate with a Center on Teaching and Learning? (c) Who else could you partner with on your campus (e.g., multicultural centers, tutoring services)?

Inclusive UDI-based Teaching Strategies

DSPs can promote inclusive teaching practices by discussing the basic tenants of universal design for instruction (UDI), "an approach to pedagogy that is responsive to a broad range of diverse learning needs" (Scott, McGuire, & Shaw, 2001b, p. 11). This concept applies to all stages of instruction, including the development of and planning for class lectures and assignments, the delivery of these course components, and ways student learning is assessed. The nine tenets of UDI in Table 1 include examples of their application in practice. In the following sections, we describe several strategies that can be easily adapted by faculty committed to inclusive teaching.

Syllabus design. Faculty can incorporate aspects of UDI when designing the course syllabus which is often a student's introduction to a course. Clearly stated course objectives and expectations can guide students to necessary additional resources and alert them to effective time management. To maximize inclusivity, all course information such as course title and number, unit value, meeting times and prerequisites, instructor's name and contact information, office hours, and information about the relevant course management system should be easily located. To augment equitable access, the course description, expected learning outcomes, and course requirements, course and relevant college policies, schedule, and additional learning resources should all be explicit. Exemplifying UDI elements 1, 3, and 4, these components should be presented in a clear and intuitive manner perceivable by a wide variety of learners. Course policies can include a "Community of Learners" statement (see Figure 1) to establish a positive class climate that welcomes all learners and diversity of opinion.

Appendix A includes a syllabus checklist with specific examples of each syllabus section and maps each element onto the UDI principle it addresses. DSPs can discuss and share this checklist with faculty to help them relate this information to their courses.

Course mapping. Listing all course requirements and expectations and connecting them to course objectives can give direction and purpose to students' learning. Course mapping provides a framework to implement this practice with a template for delineating overall course objectives and individual lesson objectives, linking these to activities, instructional materials, and assessments, and outlining what students can expect to gain from each activity. Beginning with the overall learning objectives of the course, learning objectives of each lesson should be stated along with associated course materials (e.g., readings, websites, videos) and assessments used to track learning including assignments, discussion board posts, or exams. Finally, faculty should link lesson objectives, course materials, and assessments with the overall course learning objectives. This course mapping practice is facilitated by using a four-column chart, listing lesson/module learning objectives, activities, instructional materials, course technologies and notes, assessments and measurement tools, and overall course objectives (see Appendices B and C for a completed course mapping worksheet for an undergraduate course in education, as well as a blank template).

Inclusive lecture strategies. Classroom lectures provide another opportunity for inclusive teaching. For example, DSPs can remind faculty when presenting lectures to begin each class with a review of material covered in the previous class as well as the agenda for the current class, repeat any question posed by a student, and summarize and connect key points to broader course objectives. In addition, course content can be presented in a variety of formats, including lecture, text, graphics, and hands-on activities. Course material should also be available in diverse formats, such as readings as mp3 files, podcasts, and captioned videos. Opportunities for students to participate can also be varied by creating times to answer verbally in class, complete written assignments, or by using an online discussion post format. Instructors can affect a positive and accessible class climate by previewing the physical classroom in advance to anticipate physical barriers, and by inviting students with disabilities to discuss their needs through both a spoken and written statement in the syllabus. Tips, such as these, that

DSPs can share with faculty can be found in the Teaching Inclusivity Tip Sheet in Appendix D.

Inclusive assessments. Assessment is an integral element of the learning process by which students demonstrate or provide evidence of their learning. Guaranteeing equal access for all learners is relevant not only when teaching new information, but also when assessing what students have learned. One way to increase inclusivity is to provide multiple means of assessment. For example, a student's learning may be evaluated through an in-class exam, out-of-class written essay, a multi-person project, or through an oral discussion with a professor. Providing multiple options allows students to capitalize on their cognitive strengths and minimize areas of impairment. Importantly, regardless of the type of assessment, each student should demonstrate mastery of all course content and material.

If a faculty member determines that an in-class exam is the sole method to assess a student's learning, accommodations can be critical and necessary to maximize accessibility. Five acceptable ways to accommodate in-class exams include altering the setting, timing, scheduling, presentation, or allowed responses (IRIS Center, 2016). Changing the exam setting by allowing a student to take the test in a small group or individually can alleviate concentration or anxiety issues. Allowing extended test time or frequent breaks can assist students who experience processing issues, take longer to read or communicate, or experience any chronic health issue that requires bathroom or other breaks. Scheduling changes can encompass allowing testing over several days or moving the day or time of the exam. These adjustments can accommodate students whose disability requires tasks to be divided into smaller sections or who experience exacerbated symptoms during certain times of day. Faculty members can alter the presentation or response format of an exam through the use of assistive devices, such as a screen reader, or computer to read or type responses, an accommodation that benefits students who regularly use assistive technology. Other reasonable accommodations include a scribe or recorder to respond to test items.

Questions about maintaining academic expectations and standards can be clarified by distinguishing academic accommodations from modifications. Faculty should be reassured that accommodations do not alter academic rigor, but instead, provide access to the learning outcomes set for all students. Examples of differences between accommodations and modifications are presented in Table 2.

Self-assessment. At the conclusion of UDI PD, instructional scenarios are effective in guiding faculty to internalize information. Mini-cases based upon a classroom of diverse learners in Appendix E are a tool that faculty can discuss to determine which UDI principle(s) is illustrated in each situation. After completing this activity independently, instructors can share their ideas regarding inclusive instructional practices and which were utilized. In many settings, this exercise elicits additional examples already practiced by faculty that reinforce the fact that, in reality, many are already teaching with inclusive strategies, an outcome of training that is reinforcing. Lombardi, Vukovic, and Sala-Bars (2015) describe another resource, the *Inclusive Teaching Strategies Inventory* (ITSI), a survey intended for faculty. Use of the ITSI as a self-assessment tool may help faculty review inclusive teaching concepts, and identify areas on which they need improvement.

Implications and Portability

These examples from UDI based professional development training incorporate inclusivity into all stages of instruction, including planning, delivering inclusive lectures and class activities, and designing accessible assessments. DSPs are encouraged to use materials presented in this manuscript with the likelihood that numerous examples will emerge during trainings from creative faculty who are already teaching in an inclusive manner. Faculty also can be encouraged to follow a planning, delivery, assessment instructional cycle to continuously assess and reflect upon their implementation of inclusive teaching methods.

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Table 1

The Nine Principles of Universal Design of Instruction

Principle	Definition	Example
1. Equitable use	Instruction is designed to be equally accessible to all learners, providing identical or equivalent means to all students.	A multiple-choice exam, as well as a take-home essay exam, assesses the same information.
2. Flexibility in use	Instruction in designed to include options and flexibility to accommodate learners with diverse abilities.	Text book reading assignments are also provided in digital versions.
3. Simple and intuitive	Instruction is clear and predictable and eliminates unnecessary complexity.	Large assignments are broken into smaller steps and deadlines.
4. Perceptible information	Instruction effectively communicates necessary information to students, accommodating for environmental conditions or sensory abilities.	Videos shown in class contain closed-captions.
5. Tolerance for error	Instruction allows for a variety in students' learning pace and skill acquisition.	Instructors give students multiple opportunities to complete assignments (assign 6 response papers, only require 5 to be handed in).
6. Low physical effort	Instruction minimizes physical effort that is nonessential to learning outcomes.	Vary instruction between lecture, group and individual activities to minimize learner fatigue.
7. Size and space for approach and use	Instruction and learning activities can accommodate students of various sizes and with different mobility and communication needs.	Consider the classroom: can wheelchairs fit comfortably within desks? Is the lighting appropriate?
8. A community of learners	The learning environment fosters communication among students and students and faculty and is perceptive of different levels of prior knowledge.	Faculty offer a range of ways to communicate with students, including via email, live-chat hours, or office hours to discuss student needs.
9. Instructional climate	Instruction welcomes and is accessible to all types of learners and maintains rigorous academic standards for all.	Instructor presents in syllabus and in class statement inviting students to share their learning needs.

Note. From *Principles of Universal Design for Instruction* (Scott, McGuire, & Shaw, 2001). Adapted with permission.

Table 2

Examples of Accommodations versus Modifications in a Higher Education Classroom

Accommodations	Examples
Do *not* change the expectations for learning.	All students must earn class participation points, although can do so through in-class participation or written response.
Do *not* reduce the requirements of the task.	All students must complete 5 writing assignments, although they will have 6 opportunities to accommodate differences in pace.
Do *not* change the content standard or rigor.	All students must demonstrate knowledge of key concepts, despite using different assessments.
Change the access by removing barriers.	Student who struggles with reading textbook will have access to audiobook.
Modifications	
Do change the expectations for learning.	Student receives fewer questions on assessment.
Do reduce the requirements of the task	Student receives reduced reading load.

Note. IRIS Center (2016).

A COMMUNITY OF LEARNERS

A goal for this course is that we shall all contribute to a climate that promotes a Community of Learners. This includes participating in an instructional environment that promotes respect, interaction, and communication. Respectful language and behavior are expected of all students during classes and class discussions.

Please Note: In a community of learners, diversity of opinion is respected. Class discussions, group exercises, etc., should reflect respect for others' opinions. If you anticipate an emergency during the class meeting that will require the activation of your cell phone and/or device please speak with the instructor before class. Otherwise, please respect the instructional environment that is interrupted if cell phones or devices are activated.

Figure 1. Community of Learners statement to include in a class syllabus. Adapted from EPSY 336, "Individual Pupil Assessment," (McGuire, 2007).

Appendix A

Inclusive Instruction…by Design!
Incorporating UDI in a Syllabus
(McGuire & Lombardi, 2016)

This worksheet can serve as a *guide* for creating and revising a syllabus. You are not limited to the ideas expressed here and are encouraged to use them to expand your thinking about inclusive instruction. This tool can serve as an action plan to document your efforts to develop a universally designed syllabus.

Syllabus Component	**UDI Principle(s)**
___**Course and Instructor Information** - semester; year; course title; number; unit value; meeting times and location; prerequisites; instructor's name and contact information; office hours; course management system information (e.g., URL, online "chat" times, etc.)	**3**
__ **Course Description and Outcomes** • Official catalog description and your description • Course/learning objectives; relevant college and/or professional certification standards • Learning outcomes	**1**
__ **Course Policies** • Community of Learners • Late and missing assignments • Exams and quizzes; make-ups • Extra credit • Time extensions for assignments	**1,3,4**
__ **Course Requirements** • Format and preparation • Attendance; absences; class participation • Readings; assignments; presentations • Acceptable sources; stylistic requirements in written work (e.g., MLA, APA) • Course materials including required text(s) and additional readings	**1,3**
__ **Course Schedule** • Readings/assignments with page numbers • Quizzes, exams, projects • Due dates for all	**1,3**
__ **Course Grading** • Number of points/% of total points according to type of assessment (e.g., attendance, class participation, homework, quizzes, exams, projects, papers, etc.) • Grading rubric(s); rubrics for class presentations • Link to examples of student work for course assignments	**1,3,4,9**
__ **College Policies** • Academic integrity/Honor Code • Accommodations for students with disabilities • Inclusivity/Full Participation • Religious holidays; inclement weather • Grading (e.g., incompletes)	**8,9**
__ **Additional Resources** • Campus resources • Links to online course related materials	**4**

Appendix B

Completed Course Mapping Worksheet

Course Mapping Example
Example of mapping one module onto one or more course objectives

Course objectives:

1. Define the key components of IDEA, Section 504, ADAAA (as related to school settings), and ESEA.
2. Identify and examine the unintended consequences that might arise regarding implementation of these laws.
3. Evaluate challenging scenarios and apply professional and ethical judgments.
4. Apply a legal reasoning framework to select case studies involving students with disabilities to problem solve and develop solutions.

Module 1 - Overview of IDEA and ESEA

Module Learning Objectives	Activities, Instructional Materials, Course Technologies, and Notes	Assessment and Measurement	Course Objectives
1. Define two overarching laws that shape our educational practices in the classroom today: IDEA and ESEA	***Yell, Chapter 1:*** *Introduction to the American Legal System* ***Yell, Chapter 3:*** *The History of the Law and Children with Disabilities* ***Yell, Chapter 4:*** *The Individuals with Disabilities Education Act* ***Yell, Chapter 7:*** *The Elementary and Secondary Act*	Discussion Board topics: 1. What would you change about IDEA and why? 2. What would you change about ESEA and why?	**1,2**
2. Identify & describe seminal court cases that influenced the legal language of IDEA and ESEA	***Yell, Chapter 3:*** *The History of the Law and Children with Disabilities*	Discussion Board topic: 1. What are the 2 seminal court cases that occurred prior to the passage of IDEA? 2. How are the outcomes of these cases still prevalent in the law today?	**1,2**
3. Identify the strengths and weaknesses of a component of ESEA, large-scale assessment, particularly for students with disabilities.	***Yell, Chapter 7:*** *The Elementary and Secondary Act* *OSEP Alternate Assessment Toolbox* ***IRIS Module*** *"Accountability and High-Stakes Testing*	IRIS Journal: 1. What are three "take aways" from the IRIS module on accountability? Accountability in Practice paper: 1. Apply the OSEP decision-making framework to a student case study	**1,3**

4. Define the Issue, Rule, Analysis/Applica-tion, Conclu-sion legal frame-work (IRAC) 5. Analyze an accountability case study, applying the IRAC framework.	Intro to IRAC framework (ppt slides) **Weishaar, Chapter 3:** Paul	Complete IRAC activity on Paul	**3,4**

Note. (Lombardi, McGuire, & Garrett, 2016, June).

Appendix C

Completed Course Mapping Worksheet

List Course Objectives:

Map one module for your course.

Module 1

Module Learning Objectives	Activities, Instructional Materials, Course Technologies, and Notes	Assessment and Measurement	Course Objectives

Note. (Lombardi, McGuire, & Garrett, 2016, June).

Appendix D

Teaching Inclusively Tip Sheet: Planning and Delivering Instruction and Assessing Learning Outcomes

Allison Lombardi & Joan M. McGuire (2016, February)

1. Planning

A. Syllabus Components

My course syllabus includes:

- **Course and instructor information**
  - Semester and year
  - Course title; number; credits
  - Meeting times and location
  - Prerequisites
  - Instructor's name, contact information, office hours
  - Course management system information
- **Course description and outcomes**
  - Official catalog description and your description
  - Course/learning objectives; relevant college and/or professional certification standards
  - Learning outcomes
- **Course policies**
  - Community of Learners
  - Late and missing assignments
  - Exams and quizzes; make-ups
  - Extra credit
  - Time extensions for assignments
- **Course requirements**
  - Format and preparation
  - Attendance; absences; class participation
  - Readings; assignments; presentations
  - Acceptable sources; stylistic requirements in written work (e.g., MLA, APA)
  - Course materials including required text(s) and additional readings
- **Course schedule**
  - Readings/assignments with dates and page numbers
  - Quizzes, exams, projects
  - Due dates for *all*
- **Course grading**
  - Number of points/% of total points according to type of assessment (e.g., attendance, class participation, homework, quizzes, exams, projects, papers, etc.)
  - Grading rubric(s); rubrics for class presentations, papers, etc.
  - Link to examples of student work for course assignments
- **College policies**
  - Academic integrity/Honor Code
  - Accommodations for students with disabilities
  - Inclusivity/Full Participation
  - Religious holidays; inclement weather
  - Grading (e.g., incompletes)
- **Additional Resources**
  - Campus resources
  - Links to online course related materials
  - Supplementary materials

B. Course Mapping: Process of delineating course learning outcomes; activities, instructional materials, course technologies, and notes employed; and assessments for measuring student learning

- **Topic/Module/Unit Learning Objectives:** In planning this course, I have determined that
  - Objectives for each topic/module/unit relate to overarching course goals;
  - Activities and materials connect with topic objectives and types of assessment; and
  - Formative and summative assessment methods are used to confirm student knowledge/skills

2. Course Delivery

- **Inclusive Lecture Strategies**
  - For any question asked during class, repeat it before answering.
  - Begin each class with a review of previous class content and an outline/agenda of topics to be covered.
  - Summarize key points throughout each class session.
  - Connect key points with broader course objectives during class sessions.
- **Inclusive Classroom**
  - Present course content in multiple formats (e.g., lecture, text, graphics, hands-on activities).
  - Use technology so that course material can be available in a variety of formats (e.g., podcasts, course readings as mp3 files).
  - Create multiple opportunities for engagement (e.g., student response).
  - Use interactive technology to facilitate class communication and participation (e.g., Discussion Board).
  - Survey the classroom space in advance to anticipate any physical barriers.
  - Include a syllabus statement that invites students with disabilities to discuss their needs with me.
  - Make a verbal statement in class inviting students with disabilities to discuss their needs with me.
  - Use a variety of instructional formats, such as small groups and hands-on activities, in addition to lecture.
  - Supplement class sessions and reading assignments with visual aids (e.g., captioned videos, diagrams, interactive simulations).
  - Discuss and model examples of classroom interactions that promote our class as a Learning Community.
  - Identify learning resources that include low-cost/no-cost technology.

3. Assessment

- **Inclusive Assessment Strategies**
  - Include both formative and summative assessment activities in class.
  - Provide timely feedback for assignments and other types of assessment to the class as well as each student.
  - Provide grading rubrics for class projects, papers, presentations, etc.
  - Share examples of graded student assignments for student review.
  - Include options for students to complete assignments or exams through ways other than typical verbal or written responses.
  - Incorporate both self- and peer-based assessment as appropriate.

- **Accommodations**
  - Be familiar with different types of assessment accommodations for students with disabilities (e.g., change of test taking location, extended time, change of test administration schedule, change of format, change of response mode).
  - Assure access to information by using presentation accommodations other than standard visual and auditory means. Presentation accommodations change the way that instruction, directions, and information are presented to students (e.g., by using assistive devices such as allowing a

reader, computer assistance, screen-reader).
- Use response accommodations that allow students to complete assignments or exams through ways other than typical verbal or written responses (e.g., type response on computer, use different booklet, circle instead of fill-in).
- Allow setting accommodations such as a change in the environment or in how the environment is structured (e.g., separate testing room, different time of day).
- Permit timing and scheduling accommodations to allow students extra time to complete an activity or test.
- Allow accommodations that do not change the expectations for learning.
- Allow accommodations that do not reduce the requirements for a task (e.g., reduce reading load, number of test items, and/or alter assignments).
- Allow accommodations that do not change the content standard or level of rigor.
- Allow accommodations that remove access barriers.

Appendix E

Faculty Scenarios
(Lombardi & McGuire, 2016)

Scenarios Activity
DIRECTIONS: Below are several scenarios involving diverse student learners in college classrooms. Each scenario illustrates one or more inclusive instructional practices based on Universal Design for Instruction. For each scenario, please indicate whether or not the listed inclusive instructional practices were utilized. Campus resources include student services and virtual resources (e.g., Libraries, Moodle, etc.).

Scenario 1:
In her large lecture class, Professor Finn presents audio versions of speeches that are captioned, as well as visual representations of concepts, to supplement her lecture presentation format. She also has found it effective to post copies of both auditory and visual materials on Blackboard for students to review at their own pace.

Which of the following UDI principles are reflected in the scenario?

Click YES if the scenario depicts the element of inclusive instruction
Click NO if the scenario does not depict the element of inclusive instruction

UDI Principle	Yes	No
Equitable use	❑	❑
Flexibility in use	❑	❑
Simple and intuitive	❑	❑
Perceptible information	❑	❑
Tolerance for error	❑	❑
Low physical effort	❑	❑
Size and space for approach and use	❑	❑
A community of learners	❑	❑
Instructional climate	❑	❑

Scenario 2:
Professor Smith posts outline notes of his lecture before class for all students to review. He was surprised to see that many students reviewed this information and some printed it out to follow during lecture. For some students, this additional information provided a structure that supported increased engagement and attention to the material.

Which of the following UDI principles are reflected in the scenario?

Click YES if the scenario depicts the element of inclusive instruction
Click NO if the scenario does not depict the element of inclusive instruction

UDI Principle	Yes	No
Equitable use	❑	❑
Flexibility in use	❑	❑
Simple and intuitive	❑	❑
Perceptible information	❑	❑
Tolerance for error	❑	❑

Low physical effort	❑	❑
Size and space for approach and use	❑	❑
A community of learners	❑	❑
Instructional climate	❑	❑

Scenario 3:
Professor Johnson affirms on the first day of class the importance of respecting diversity of students and perspectives. He demonstrates an understanding that there is a range of student abilities and a diversity of learning styles. He encourages any student who anticipates barriers to learning due to course design or evaluation processes to meet with him. A syllabus statement encourages students with identified disabilities to register with the Disability Services office. In addition, he reminds students about the Office of Multicultural Academic Success and the Teaching and Learning Center.

Which of the following UDI principles are reflected in the scenario?

Click YES if the scenario depicts the element of inclusive instruction
Click NO if the scenario does not depict the element of inclusive instruction

UDI Principle	Yes	No
Equitable use	❑	❑
Flexibility in use	❑	❑
Simple and intuitive	❑	❑
Perceptible information	❑	❑
Tolerance for error	❑	❑
Low physical effort	❑	❑
Size and space for approach and use	❑	❑
A community of learners	❑	❑
Instructional climate	❑	❑

Scenario 4:
In Professor Rose's class, students regularly give individual and group presentations either in front of the class or recorded ahead of time. Students may choose a final paper or final exam. Any student concerned about time for completion of the final exam is welcome to sign up for an alternate location with extra time, proctored by a teaching assistant. Professor Rose has found that this significantly reduces his need to work out individual exam arrangements for students with disabilities.

Which of the following UDI principles are reflected in the scenario?

Click YES if the scenario depicts the element of inclusive instruction
Click NO if the scenario does not depict the element of inclusive instruction

UDI Principle	Yes	No
Equitable use	❑	❑
Flexibility in use	❑	❑
Simple and intuitive	❑	❑
Perceptible information	❑	❑
Tolerance for error	❑	❑
Low physical effort	❑	❑

Size and space for approach and use	❑	❑
A community of learners	❑	❑
Instructional climate	❑	❑

Scenario 5:
In addition to posting course materials on Blackboard, Professor Moore allows students to submit assignments electronically using the Digital Dropbox feature or via email attachment. Her course includes pop quizzes, a term paper, a multiple choice midterm exam, and a final portfolio project. She holds virtual office hours by using Skype, iChat, and FaceTime to communicate with students.

Which of the following UDI principles are reflected in the scenario?

Click YES if the scenario depicts the element of inclusive instruction
Click NO if the scenario does not depict the element of inclusive instruction

UDI Principle	Yes	No
Equitable use	❑	❑
Flexibility in use	❑	❑
Simple and intuitive	❑	❑
Perceptible information	❑	❑
Tolerance for error	❑	❑
Low physical effort	❑	❑
Size and space for approach and use	❑	❑
A community of learners	❑	❑
Instructional climate	❑	❑