Faculty Development with Universal Course Design (UCD)

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Do all students learn alike?
What is Universal Design?

Consider the needs of the broadest possible range of users from the beginning.
Quick Inquiry

Write, think of or draw your responses quietly

1. **Who** is the number one user of closed captioning?
2. Why do **you** use curb cuts?
3. What are the benefits of unisex bathrooms?
What is Universal Course Design?

Universal Course Design (UCD) is the design of college courses including the course curriculum, instruction, assessment and the environment, to be usable by all students, to the greatest extent possible, without the need for accommodations.
A Study of Student Mean Grades in a UCD verses Non-UCD Course

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<th>Exam 1</th>
<th>Exam 2</th>
<th>Final Exam</th>
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<tbody>
<tr>
<td>Non-UCD</td>
<td>85</td>
<td>80</td>
<td>80</td>
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<tr>
<td>UCD</td>
<td>90</td>
<td>95</td>
<td>100</td>
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Course Evaluation Data: Occupational Therapy

![Bar chart showing average evaluation scores for Non UCD and UCD courses. The UCD courses have a higher average score.]
Examples of UD benefiting all students

Perry Seagroves

David Rose
UCD Four Key Elements

1. Curriculum
2. Instruction
3. Assessment
4. Environment
A Sampling of UCD Strategies for Curriculums

- Present the course syllabus in more than one way
- Incorporate student interests into the curriculum
- Create an outline of each class, post it on the board or online prior to the beginning of the class
- Choose text and multi-media materials that are culturally diverse
- Put a statement the syllabus inviting students to meet with you to discuss disability-related accommodations and other special learning needs.
- Others?
Example of a Traditional Syllabus

TEAM H SYLLABUS

Development of Western Civilization
Spring 2008

11:30/12:30 Moore Hall I

FACULTY  OFFICE  PHONE  E-MAIL

Dr. Elisabeth Herschbach  Siena 024  Ext. 2641  eherschb@providence.edu
Dr. Gary Culpepper  Siena 238  Ext. 2863  garyculp@providence.edu

TEXTS

Charles Darwin, Reader (handout).
John Paul II Reader (handout).

WORK FOR THE COURSE

Team H is committed to the view that a liberal arts education requires students to cultivate the ability to read carefully, write clearly, and think critically and deeply about issues and events basic to the human condition. To this end, students who desire to succeed in this course will carefully prepare the assigned reading on a daily basis.
## TEAM HSyllabus

To learn more about the philosophies behind this course go to:
http://www.providence.edu/Academics/Undergraduate+Studies/Development+of+Western+Civilization.htm

11:30/12:30
Moore Hall 1

<table>
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<tr>
<th>FACULTY</th>
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<tr>
<td>Dr. Elisabeth Hershbach</td>
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<td><a href="mailto:e.hershb@providence.edu">e.hershb@providence.edu</a></td>
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<td>Ext. 2863</td>
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Green = Moore Hall (Where class will take place).
Pink = Siena (Where the offices of Drs. Hershbach and Culpepper are).
Incorporating UCD into Instruction

"Class, I’ve got a lot of material to cover, so to save time I won’t be using vowels today. Nw lts bgn, pls trn t pg 122."
UCD Strategies for Instruction

- Administer a learning style survey at the beginning of class, adjust your instructional plan based on the results.

- Alternate delivery methods (discussion, hands-on activities)

- Face the class and speak clearly, avoid using pronouns

- Provide printed materials early for students to prepare with

- If using a PowerPoint, make sure it is universally designed

- Post additional information on course websites

- Others?
Faculty Experiences with UCD and Instruction

- A Biology professor records all of his lectures.
- He posts each lecture online after the class is over.
- He has 185 students in his course.
Podcasting results:

- 39 lectures were posted.
- The lecture was downloaded 1,333 times.
- Each student downloaded approximately 7 lectures throughout the course.
- 89% of the downloads took place a week before an exam.
Student opinions of the podcasts

- Students said that the podcast helped them to:
  - Pay attention in class without furiously taking notes.
  - Review the lecture later on to reinforce a concept in their text.
  - Allowed them to pause, rewind and fast forward a lecture.
The square root of 9 is 3.
A) True.
B) False.
C) Who cares?

Many students actually look forward to Mr. Atwadder’s math tests.
UCD Strategies for Assessment

- Provide feedback after the assignment is complete
- Offer students a choice of final assessments
- Provide specific criteria and examples of good projects
- Consider alignment between what you teach and test
- Evaluate knowledge throughout the course
UCD Assessment in a Journalism Course

Final Assignment:

1. Write a 15 page paper on the ethics journalist must adhere to. You may choose between print, video or online journalism.

2. Spend a day shadowing a local journalist. Interview them on their code of ethics, include a personal reflection. Submit your project in a medium that works best for you (paper, audio file, podcast, video).
UCD Assessment in a Journalism Course

- **Paper (10 total)**
  - 5 – print journalism
  - 3 – video journalism
  - 2 – online journalism

- **Alternative project: (15 total)**
  - 7 audio files, including actual interview and self-reflections.
  - 6 written reports
  - 2 short video movies documenting the experience.
UCD Strategies for the Environment

- Create a classroom environment that respects and values diversity
- Assure that classrooms, labs, and field work are accessible to individuals with a wide range of physical abilities and disabilities
- Be aware of ambient noise, use amplification or captioning
- Ask students if they can hear and see the presentation
How do you bring UCD to your campus?

It must come from within:

1. Develop a UCD Core Team
2. Start small, start with interested parties
3. Commit to semester long meetings
4. Ensure each meeting functions as a workshop
5. Aim to change only three components of a course
What is a UCD Core Team?

A UCD Core Team is one of the keys to sustain UCD on a college campus. A UCD Core Team is a peer support network designed to help faculty learn about UCD and incorporate into their courses.
Who should be on the team?

Each UCD Core Team should have 3 to 6 consistent team members. Representatives from the following offices have been on the team:

- DSS Office
- Informational technology
- Librarian
- The Center Teaching and Excellence
- The Diversity Office
- The Student Academic Affairs Office
UCD Core Team Responsibilities

- Meet once/month for a minimum of one hour, throughout the semester
- Spend the first semester learning about UCD
- Recruit the initial 5 faculty members for the second semester
- Work as a team to advise 5 faculty during the second semester
- Promote the work of the faculty through presentations, poster sessions, newsletters, websites
UCD Core Team Timeline

First Semester
UCD Core Team Development

Fourth Semester
Faculty Mentors
New Faculty Work w/ UCD Team

Second Semester
Faculty & UCD Core Team
Work Together

Third Semester
Faculty Mentors
New Faculty Work w/ UCD Team
First Semester Agenda

- August – UCD Overview and Semester Planning
  - Participate in the UCD Transformation activity
  - Meeting dates and times
  - UCD homework

- September – UCD Syllabi

- October – UCD Instruction

- November – UCD Assessment

- December – UCD Faculty Recruitment Brainstorm, planning for second semester
Next Steps

- Set meeting dates, times, locations

- Watch the introductory UCD video at: www.universalcoursedesign.org

- Each person view one tutorial and familiarize yourself with it (assign tutorials that the group thinks will be most valuable to NECC)

- Review your own day to day work. Think of examples where UCD already exists and where you might try to implement it.