



Northeastern University

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Welcome to PASS IT!

Northeastern University - Center for Effective University Teaching

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Welcome to PASS IT!

Pedagogy and Student Services for
Institutional Transformation

This project is funded by the U.S.
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Pedagogy and Student Services for Institutional Transformation (PASS IT)

- Funded by U.S. Dept. Of Ed.
- Goal is to enhance learning for *all* students both within and outside the classroom through implementation of Universal Design and Universal Instructional Design
- Exploring differences in course pass rates for students with disabilities, and also the extent to which separate accommodations are no longer necessary
- Northeastern University is a PASS IT participant

Agenda

What?

- Defining Universal Design (UD) and Universal Instructional Design (UID)
- Principles of UID
- Principles of UD for Student Services

So What?

- Universal Instructional Design Serves A Diverse Body of Students
- Americans with Disabilities Act and UID
- Universal Design Continuum

Now What?

- Implementing UID
- Benefits and Challenges of UID to Faculty
- Benefits of UID to Students
- PASS IT Data

Definition of Universal Design

Universal Design is the design of products and environments to be usable by all people, to the greatest extent possible, without the need for adaptation or specialized design

Source: The Center for Universal Design (1997)

Not just “one size fits all . . .”

Applied to higher education, the primary goal of Universal Design is to create inclusive, flexible, customizable products, courses, programs, activities, and environments.

Definition of Universal Instructional Design

“The basic premise of universal instructional design is that curriculum should include alternatives to make it accessible and applicable to students with different backgrounds, learning styles, abilities and disabilities.”

CAST (Center for Applied Special Technology)

Principles of Universal Instructional Design

1. Create a respectful learning environment
2. Determine essential course components
3. Establish clear expectations and feedback
4. Develop natural supports for learning, including through use of technology
5. Use multiple teaching strategies
6. Provide multiple types of opportunities to demonstrate knowledge
7. Encourage contact between students and faculty

Source: North Carolina State University, 1997; based on Chickering & Gamson, 1987

Universal Design Principles for Student Services

1. Create welcoming spaces
2. Develop, implement, and evaluate pathways for communication among students, staff, and faculty
3. Ensure that each student and staff member has an equal opportunity to learn and grow
4. Communicate clear expectations to students, supervisees, and other professional colleagues utilizing multiple formats and taking into consideration diverse learning and communication styles
5. Use methods and strategies that consider diverse learning styles, abilities, ways of knowing, and previous experience and background knowledge
6. Provide natural supports for learning and working to enhance opportunities for all students and staff
7. Ensure confidentiality
8. Define service quality, establish benchmarks for best practices, and collaborate regularly to evaluate services

UID Serves a Diverse Body of Students

- Students
 - with different learning styles
 - from ethnic/racial minority cultures
 - for whom English is not their first language
 - for whom traditional approaches and assessments are challenging
 - with disabilities

Universal Instructional Design

Americans with Disabilities Act Compliance

versus

Universal Instructional Design Design for inclusion

Universal Instructional Design

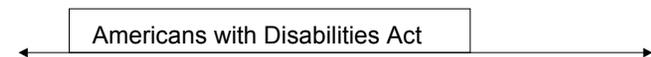
Americans with Disabilities Act

- Accommodating on a case-by-case
- Individual accommodations needed
- Accommodations made after the course is developed
- Extra work required during the semester

Universal Instructional Design

- Reducing barriers for all
- Few individual accommodations needed
- Inclusive teaching is built in as the course is being developed
- Minimal extra work during the semester

Universal Design Continuum



Accommodating individuals one at a time

Universal Design: Barrier-free, fewer individual accommodations needed

Implementing UID

Consider all possible students who might enroll in a course (or make use of a program or service) and design the course content, pedagogy, and physical space (or office or program) to ensure that all students will have equal access and feel welcomed

Benefits of UID for Faculty and Staff

- Cost-effective
- Time-efficient
- Enhances student engagement in learning
- Reduces need for last-minute modifications to accommodate students with a variety of needs, including but not limited to students with disabilities

Challenges for Faculty and Staff

- Advance planning/time constraints
- Knowledge of available technologies
- Familiarity with local resources
- Administrative support (for tenure-track faculty, support particularly in the form of recognition for excellence in teaching and service as well as in research and publications as part of the tenure process)

Benefits of UID for Students

- Eliminates need to be segregated for some accommodations (e.g., extended time)
- Addresses stigma associated with medical model (disability as deficiency)
- Recognizes individual differences among all learners, including differences in preferred learning styles
- Enables students to demonstrate knowledge in multiple ways

PASS IT Institutional Data

- 2005-2006: In UID classes, pass rate for students with disabilities was 87.8% ($n = 41$); pass rate for students who do not have disabilities was 89.8% ($n = 617$)
- F 2006: In UID classes, pass rate for students with disabilities was 90% ($n = 59$); pass rate for students who do not have disabilities was 92% ($n = 1550$)
- At the U of Minnesota, of the 31 students with disabilities included in the F2006 data set, 29 did not require any separate accommodations

National PASS IT Data Fall 2007

- In UID classes, pass rate for students with disabilities was 91% ($n = 42$); pass rate for students who do not have disabilities was 98% ($n = 1674$)
- Of the 42 students with disabilities included in the data set, 25 did not require any separate accommodations
- UID-trained instructors reported seeing higher pass rates and teaching evaluations and attributed the change to using UID