# College of Sciences: Inclusive Design Best Practices

## Practices designed to create a welcoming environment for students with a variety of communication and learning style preferences:

1. Students will have the ability to demonstrate their learning in multiple ways. For example, written work, projects, videos, audio files, prezi, etc. Students may also be able to make choices among several possible equivalent assignments.

2. Students will be able to opt to work alone during any group work assignments. Any student who chooses to work in a group will be given the option of choosing their own group or being assigned to a group.

3. Students will have access to recorded lectures or class notes.

4. Students will have access to all assignments in the class with due dates the first week of the semester so students can work ahead or plan ahead.

5. Students will have at least 5 opportunities for in-class active/interactive learning activities during the semester.

6. Students will have options of how they can communicate with the instructor and other students including in-person, virtually, or via email or other written communication. These options will be clearly stated in the syllabus.

## Practices designed to create a welcoming environment for students with a variety of personal and academic needs:

1. Students will be able to use non-electronic earplugs for testing.

2. The student's choice of pronouns will be respected by the instructor.

3. Students taking a class that is over 75 min will be provided with at least one break.

4. The instructor will offer flexibility for students personal and academic need following careful consideration of its impact on the learning environment for the entire class. The method for requesting such flexibility will be clearly stated in the syllabus.

5. There will be no in-class assessments that only occur during a portion of the class period or are unannounced. (Such assessments are extremely difficult to accommodate for students who receive additional time for tests. Consider replacing with online quizzes or self-graded quizzes that don't count towards the grade.)

## Creating a less-stressful environment for students:

1. The instructor will spend 5 min on the first day of class discussing different learning strategies and encourages students to communicate their needs to the instructor.

2. No single item in the class (assignment or test) will be worth more than 20% of the final grade.

3. Students will not be required to speak or present in front of the class.

4. Students will be provided with an agenda and/or class outline for each class period. For online modules, students will be provided with an agenda for the module.


## Helping students understand and meet faculty expectations:

1. Students will be provided access to curated background information or relevant knowledge for the class (from earlier in the semester or from prerequisite courses). Examples of such resources are paper-writing tips, background information, math knowledge needed for the class and other relevant information or techniques/strategies.

2. Students will be provided with granular learning objectives and a list of important concepts covered on each test.

3. A rubric will be provided for each graded assignment.

4. Students will be provided with a one-page executive summary of the syllabus with all due dates and assignments.

5. Students will be able to resubmit some assignments to be regraded. The syllabus will clearly indicate which assignments are eligible for resubmission and under what conditions.

6. Students will have at least weekly self-assessment opportunities such as non-graded practice assessments, non-graded concept checks etc.