Chickering & Gamson (Eds.), 1987: *Seven Principles for good practice in undergraduate education*

How does the material in this article relate to my experience and/or knowledge?

Identify good practice examples you have used in undergraduate education. Now, think about your focus course. How can these good practices relate to your teaching project?

How does this article relate to Universal Design?
How have you previously dealt with diversity in your classroom? What are some ideas about dealing with diversity now? Try to focus more on proactive rather than reactive.

Identify examples of proactive approaches you can or have already taken in your classroom. Are there any times when your approaches have to be reactive? When? Why?

Define the universe in your focus course. Write down your thought about possible issues/problems that you would like to address. Brainstorm with group members about your focus course plans. (Identify the application and define the Universe first initial steps to implementing UD).

Brainstorm about how you will apply UD. Will it be applied to the overall design of the course or to specific areas such as class climate, physical environment and products, delivery methods, information resources and technology, interaction, feedback, assessment, and accommodations?

Thinking about the T-560 Course at Harvard Graduate School of Education, what examples can you use and adapt to your focus course? Which application of UD did you find most intriguing, can you implement something like this in your focus course? Brainstorm about your ideas.