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| UK Logo | | UDL Initiative Road Map  For Universal Design for Learning Initiative | | | | Service Owner: | Deb Castiglione | |
| Modified By: | Deb Castiglione | |
| Identification: |  | |
| UDL Steering Committee Review: | Initial review with Kathi Kern November 2014  Full team review by December 31, 2014 | |
| Version: | 1.0 | |
| Last Review: |  | |
| Next Review: |  | |
| 1. Service Definition: | | Universal Design for Learning (UDL) is a framework for course design/development that incorporates accessibility, while meeting the needs of the greatest majority of the student population. | | | | | | |
| 1. Mission Vision / Ultimate Goal: | | To enable University-wide support and inclusion of UDL principals in face-to-face, online, and hybrid instruction, Web sites, (and physical environments). | | | | | | |
| 1. Current Situation: | | A white paper was developed by a committee at UK formed to address accessibility. The paper, which included several recommendations, was submitted to the provost. The result was the hire of a Universal Design & Instructional Technology Specialist housed within the Center for the Enhancement of Learning & Teaching (CELT). That person/position is tasked with increasing campus-wide awareness, education, and implementation of UDL principles, which include accessibility features, to meet the needs of the greatest majority of students, as well as legislative mandates. | | | | | | |
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| 1. Year 1 (5/2014 to 7/2015) |  | | 1. Year 2 (8/2015 to 7/2016) |  | 1. Year 3 (8/2016 to 7/2017) | | |  |
| * Conduct a campus-wide needs analysis for UDL through networking * Develop roadmap outlining a 3-year plan * Establish a UDL steering/advisory committee * Design, develop, and facilitate UDL workshops (4) * Design Faculty Champion program (identify and recruit faculty/staff champions (6)) * Design an online course in UDL (credit-bearing through College of Education) * Create and implement UDL checklist * Create white paper and presentation for campus leadership * Plan a campus-wide UDL marketing, PR campaign * Develop UDL Web content and UDL blog (CELT Web site) * Craft captioning guidelines * Implement and test Clockwork * Deliver presentations at statewide/regional/national conferences (2) * Submit grant proposals to support the implementation of UDL (1) | | | * Implement UDL marketing, PR campaign campus-wide (including Diversity Awareness Day) * Develop, offer, and facilitate online UDL course (for credit through the College of Education) * Design, develop, and facilitate UDL workshops (+4) * Grow faculty champions program (+12) * Incorporate UDL in UK courses; increasing the accessibility (insert percentage) * Deliver white paper and presentation to Provost and President * Establish a UDL faculty learning community (FLC) * Evaluate (and revise) UDL checklist * Establish UDL Experiential/Service-Learning captioning practicum * Promote library of UDL resources * Establish accessibility of Drupal Web sites; specifically seeblue (on UKAT server) * Procure University site license for Read & Write Gold * Establish process for incorporating accessibility into software procurement (UKIT; Purchasing Office) * Establish testing lab/center for assessing software/LMS accessibility * Establish research directions around UDL implementation * Deliver presentations at statewide/regional/national conferences (2) * Submit grant proposals to support the implementation of UDL (1) | | * Design, develop, and deliver UDL workshops (+2) * Increase the accessibility of (insert percentage) UK course offerings through the incorporation of UDL * Continue expansion of faculty champions program (+24) * Design and develop a UDL video game and/or app (for educational purposes – faculty/staff/students) * Establish accessibility of UK Web sites (non-Drupal/UKAT sites) (30%) * Garner public endorsement by the Provost and President of the critical need for implementation of UDL campus-wide * Establish leadership-endorsed policies for captioning, procurement, etc. * Deliver presentations at statewide/regional/national conferences (2) | | | |