

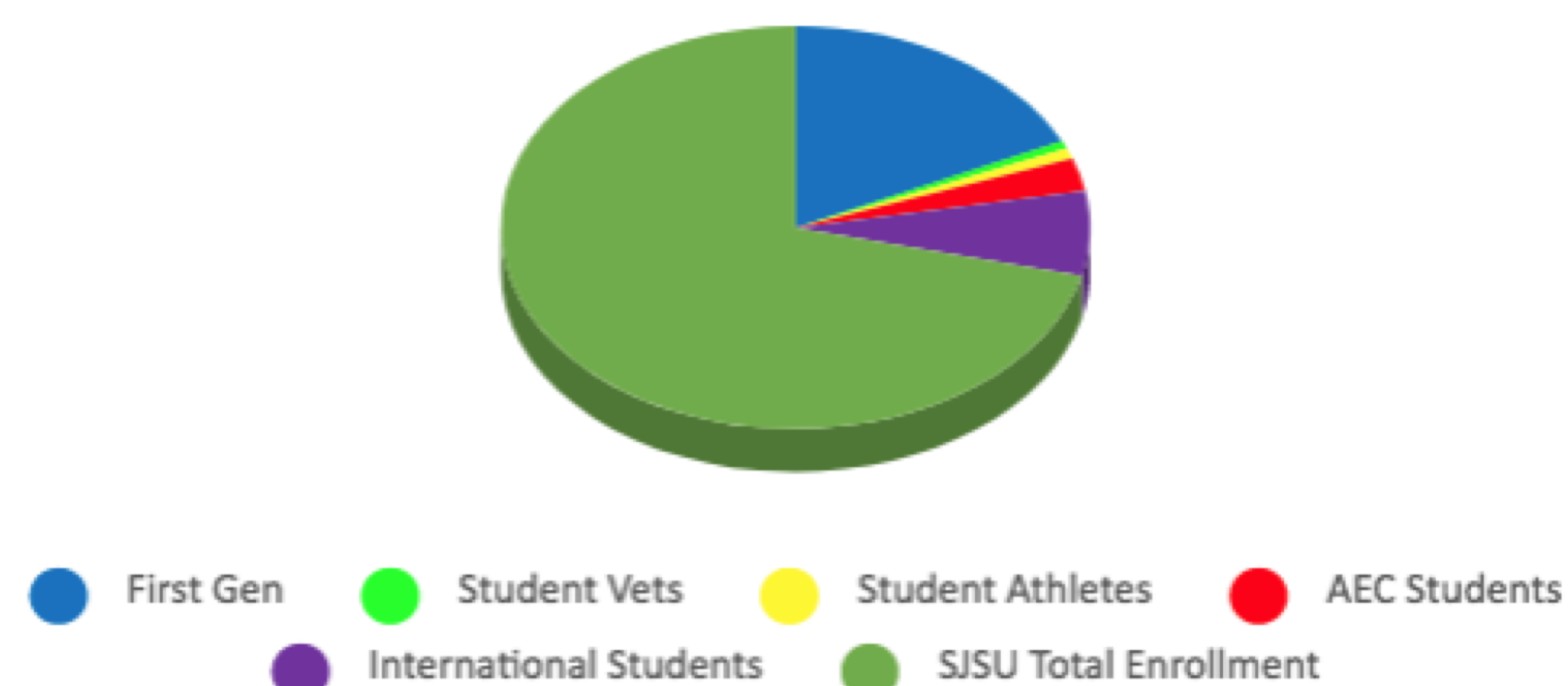
RATIONALE

- Institutions of higher education (IHEs) have become **increasingly diverse** (NCES, 2019)
- IHEs have established **disability resource centers (DRCs)** to ensure students with disabilities receive necessary accommodations in their classes, as guaranteed by Section 504 of the Rehabilitation Act
- The **support provided by DRCs is limited** to those students who self-disclose their need for accommodations and have a disability
- **Universal design for learning (UDL) provides a framework for instruction** designed to meet the needs of a wide range of students, including those who have not disclosed their disability or those with needs not addressed by DRCs.
- In order to meet the needs of all students, **IHEs must develop programs to increase faculty use of the principles of UDL.**

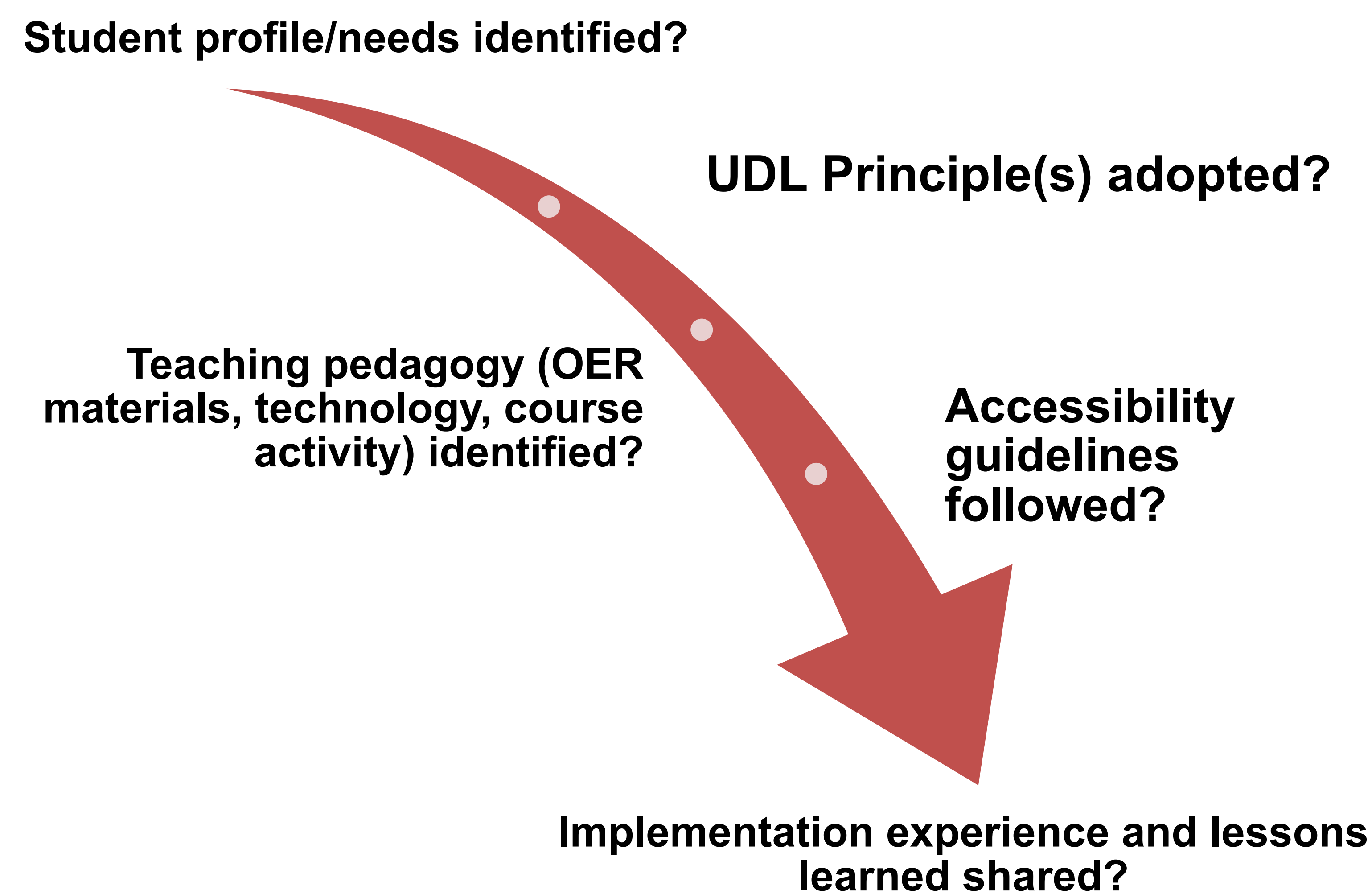
SITE DATA

- First Gen: 8931 (25.23%)
- Student Vets: 297 (0.84%)
- Student Athletes: 446 (1.26%)
- Students w Disabilities: 1300 (3.67%)
- International Students: 3398 (9.6%)

Fall 2018 Diverse Student Enrollment



WORKSHOP FLOWCHART



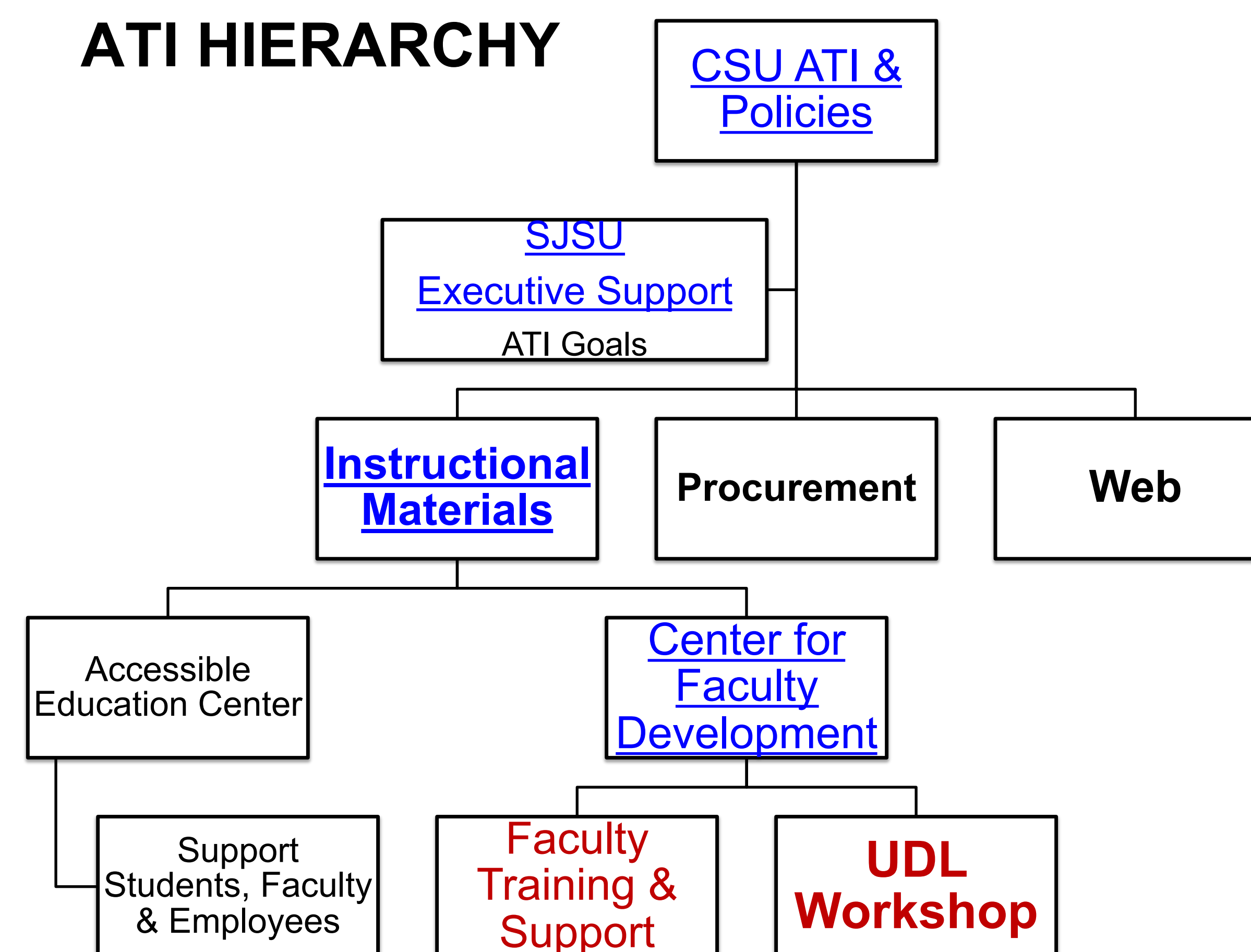
IMPACT

All faculty reported plans to update their courses using the UDL framework. When asked to identify specific checkpoints they planned to address, most faculty indicated they would address issues related to **representation**.

Multiple Means of Representation	Multiple Means of Action & Expression
Provide options for Perception 9	Provide options for Physical Action 1
Provide options for Language & Symbols 9	Provide options for Expression & Communication 4
Provide options for Comprehension 12	Provide options for Executive Functions 7

Table 1. Faculty self-report of UDL checkpoints they would address when updating their courses.

ATI HIERARCHY



REFERENCES & RESOURCES

- [UDL Guidelines - Educator Worksheet \[pdf\]](#)
- Scan QR code to go to [SJSU Accessibility Instructional Materials page](#)
- Download slides and Poster for Inclusive Teaching UDL workshop from this QR code.



Begin every class with a 5-minute mindful meditation to minimize threats & distractions. Foster collaboration and community by setting group roles (facilitator, recorder, timekeeper) offer decision making techniques (authority, majority, consensus, compromise) and team rotation.

Design in-person and online discussion so that they are authentic, communicate to real audiences (e.g. US President), and reflect a purpose that is clear to the participants

“Morphology or making new words using audio, visual and kinesthetic styles”

Use concept maps, course road map, “think-aloud” to highlight the patterns, critical features, ideas and relationship on their concept cards

Use visual template and checklist/visual map to complement oral description, draw students out to set their goals, manage their learning, and monitor their own progress

Use multiple tools for construction and composition by providing sentence starters or sentence strips