**Special Call for Universal Design for Learning (UDL) Fellows Program**

**Nomination Form for the Faculty of Land and Food Systems**

**Nomination forms must be emailed to judy.chan@ubc.ca by 3:00 pm on January 9, 2023**

Before proceeding, please review the TLEF UDL Fellows Program description at: **https://tlef.ubc.ca/application/special-call/universal-design-for-learning-fellows-program/**

**Name of Nominees (self-nomination)**

*Each project team will include an instructor and a support staff member*

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| Faculty  Staff |

**Program**

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**Nominated UDL Fellows**

*Please provide details about why the nominees are good candidates for the UDL Fellows Program. If it is not possible for the Faculty to nominate a support staff team member, an instructor can still be nominated and CTLT will provide support for the project.* (Maximum 50 words per candidate)

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**Course Project Summary**

*Please identify the course(s) in which you plan to implement UDL approaches and principles. What are the existing systemic barriers in the course (e.g., videos don’t have transcripts, summative assessment only, lack of flexibility, lack of accessibility of course materials) that you hope to address? We will publish the course project summary on the TLEF Website to provide information about the projects that are part of the program. (Approximately 100 words)*

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**Information on the course that will be part of the project**

*Please provice information on the course that the project team will work on as part of the UDL Fellows Program. All project teams who participate in the UDL Fellows Program will commit to implementing UDL approaches in their course during the 2023/24 academic year (i.e., Winter Session 1 starting September 2023 or Winter Session 2 starting January 2024).*

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| **Course Code** | **Section** | **Number of students** | **Term when you plan to implement the UDL approaches in the course** |
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**Project objectives and impacts**

*Clearly outline the key objectives, and expected impacts/changes you hope to achieve through implementation of UDL approaches and principles in the targeted course(s). (Approximately 250 words)*

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**Project Focus Areas**

*Please select all the areas that apply to your project.*

Lesson planning with UDL (e.g., Focus on goals, variability, and the barriers in the design of the learning environment)

Accessibility of course materials (e.g., providing transcripts for media, descriptive links, )

☐ Creating or improving communication and engagement options for students and instructors using UDL (e.g., foster collaboration and community, optimize autonomy)

Multiple ways to access key course content and assessments (e.g., downloadable accessible PDF in addition to html)

Innovative assessments and regular feedback (e.g. student peer-assessment, multiple options for students to demonstrate their knowledge)

Inclusive and accessible teaching practices (e.g. open educational resources, inclusive syllabus)

Opportunities for learners to check their knowledge and self-evaluate their progress (e.g., self-assessment, increase mastery-oriented feedback)

Resource development to support accessibility in teaching and learning (e.g., accessible learning materials such as videos, accessible case studies)

Capacity building around accessibility and UDL

Other

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| *(Please specify)* |

**Rationale for this course as part of the UDL Fellows Program**

*What is the rationale for nominating this course project for the UDL Fellows Program? Why are you nominating this particular course (e.g. it is a large enrolment course, it is a required course in the program). If the selected course is one where students have previously requested accommodations, how might this project help to address accommodations requests in a more pro-active way (i.e., some accommodations may no longer be necessary when UDL practices are sufficiently implemented). (Approximately 250 words)*

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**How will this project help you to raise awareness about UDL practices within your Program and within the Faculty as a whole?**

*What are you plans to promote awareness and support practices around accessibility and UDL within the Program or Faculty? What opportunities do you to engage with colleagues and advocate for UDL principles in courses and to build capacity and skills at the Faculty level? (Approximately 100 words)*

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**Evaluation Plan**

*How do you plan to evaluate the different ways that UDL principles and practices increase accessibility in the course/project? Please describe any potential indicators or approaches you feel are particularly relevant to your course context or discipline. (Approximately 100 words)*

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