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

**Nomination Form**

**Nomination forms must be submitted by January 8, 2024**

*Nomination forms can be submitted on the following page:*[***https://isit.arts.ubc.ca/udl-fellows-program-arts-call-for-participation***](https://isit.arts.ubc.ca/udl-fellows-program-arts-call-for-participation)

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

**Applicant/Nominee**

*Please identify the name of the faculty member and provide details about why the nominee is a good candidate for the UDL Fellows Program.*

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**Department**

*Please identify the name of the Department (or unit) and indicate whether the* *Department Head/Unit Head, Director, or equivalent of the nominee, has been consulted on the nature of the project, is aware of potential resource commitments, and has agreed to support the project.*

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**Course & Project Summary (300-500 words)**

*As the designated team, please identify the course(s) and project (s) in which you plan to implement UDL approaches and principles. From the instructor’s perspective, what are the existing systemic barriers in the course (e.g., videos do not have transcripts, summative assessment only, lack of flexibility, lack of accessibility of course materials) that you hope to address? For staff members, what are key areas or practices that will help you to support instructors in the development of accessible courses and teaching practices? We will publish the course & project summary on the TLEF Website to provide information about the projects that are part of the program.*

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

*Please provide 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 a course during the 2024/25 academic year (i.e., Winter Session 1 starting September 2024 or Winter Session 2 starting January 2025).*

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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 (300-500 words)**

*Clearly outline the key objectives, and expected impacts/changes you hope to achieve through implementation of UDL approaches and principles in the targeted course as well as* *your teaching and learning practices*

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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 for other educators (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 team and course as part of the UDL Fellows Program (300-500 words)**

*What is the rationale for nominating this course project for the UDL Fellows Program? Why are you nominating this course over other courses (**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).*

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**How will this project help you to raise awareness about UDL practices within the Department and Faculty? (300-500 words)**

*What are your plans to promote awareness and support practices around accessibility and UDL within the Department or Faculty? What opportunities do you see for the UDL Fellows you nominate for the program to engage with colleagues and advocate for UDL principles in courses and to build capacity and skills at the* *Faculty level?*

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**Evaluation Plan (300-500 words)**

*How do you plan to evaluate the different ways that UDL principles and practices increase accessibility in the course/project and day to day teaching and learning strategies and support. Please describe any potential evaluation indicators or approaches you feel are particularly relevant to your course context or discipline.*

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