

Greensboro College: A Model of UDL in the Curriculum and Beyond

- **Uniquely Greensboro**
- **CAST UDL Guidelines of Phases**
 - Beginnings
 - 1-Explore
 - 2-Prepare
 - 3-Integrate
 - 4-Scale
 - 5-Optimize
- **Discussion & Conclusion**
- **Moving On**



Greensboro College logo

Uniquely Greensboro College

The Strategic Vision Statement of Greensboro College:

“Greensboro College, grounded in the traditions of the United Methodist Church, aspires to provide all students with a transformative, universally designed educational experience that positively affects their lives so they may realize their full potential” (“History, Tradition, and Mission of Greensboro College,” 2018).



Universal Design for Learning
is one of the three pillars upon which
the Strategic Plan is founded



Uniquely Greensboro College

- Founded in 1838
- Our **180th** year
- Coeducational
- Private
- Liberal-arts
- Bachelors and Masters degrees
- Approximately **1000** students
- Full time faculty number **45**
- Student/faculty ratio of **9:1**
- Average class size of **10**
- **39** undergraduate majors
- **8%** disclosed to the Office of Academic Accessibility



The UDL Guidelines from CAST

(Center for Assistive and Special Technologies)

CAST logo

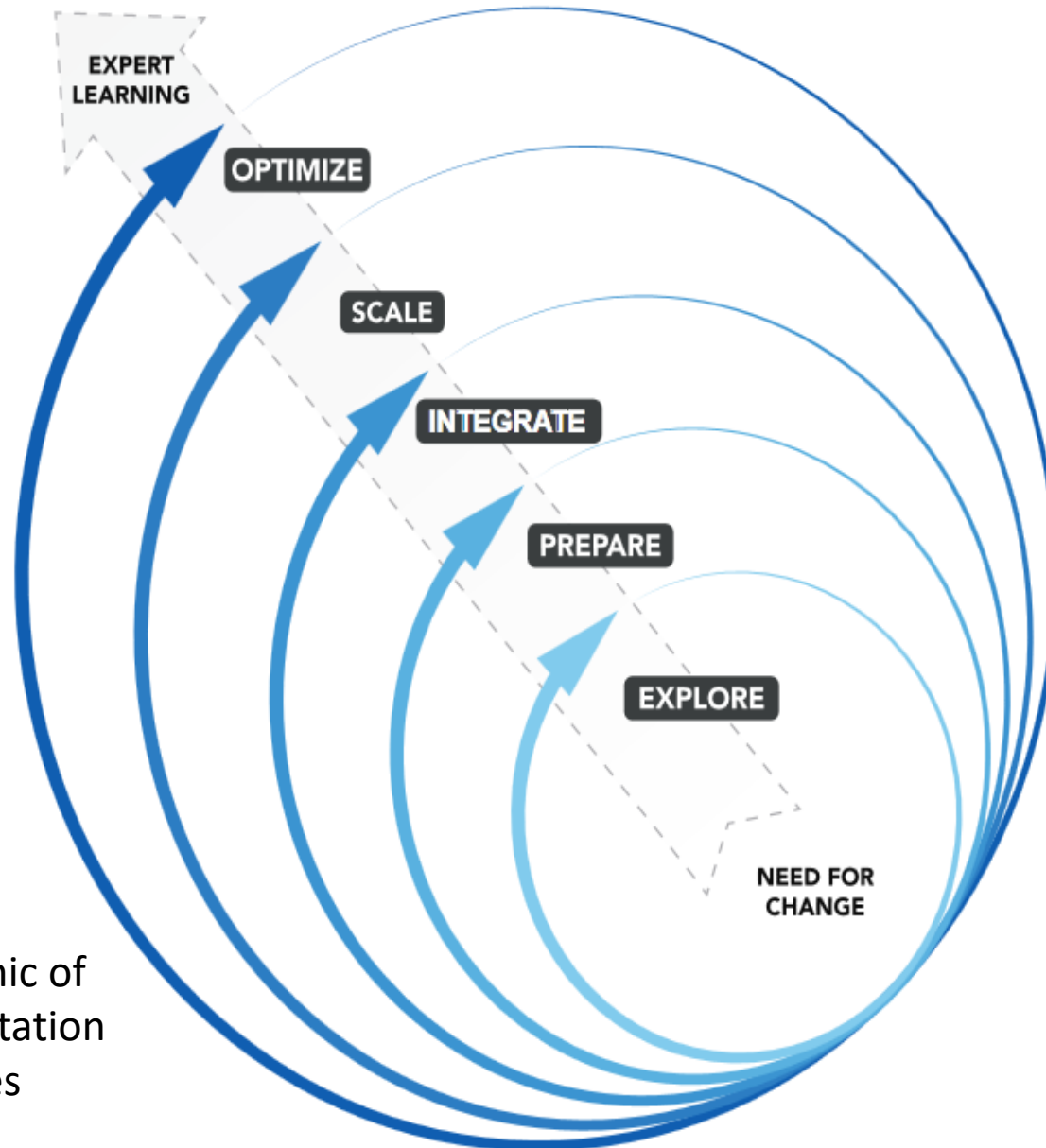


“When a school is preparing to implement UDL, the focus is on creating a school climate that accepts variability.

School leaders are encouraged to reflect on existing policies that may or may not support UDL, such as organizational and personnel structures. Finally, those leading the process must establish a vision and an implementation action plan .”

(The UDL Guidelines, 2018)

UDL Implementation Process



EXPLORE: UDL awareness, interest and willingness to pursue change

PREPARE: accepting variability, self-reflect, define goals

INTEGRATE: professional learning, supporting resources

SCALE: expand practices and promote community

OPTIMIZE: plan for more UDL implementation and enhance the culture

CAST graphic of Implementation Phases

Beginnings : Need for change



ARROW

- **2014** - A charge from the college president, Dr. Lawrence Czarda
- **2016** - Hired at Greensboro College with prior knowledge of UDL
- **2017** - CAST “Presenters Academy” - certified in UDL presentation
- **2018** - The Committee for Universal Design (CUD) began modeling the “Phases of UDL Implementation” (“The UDL Guidelines,” 2018)

Exploration Phase

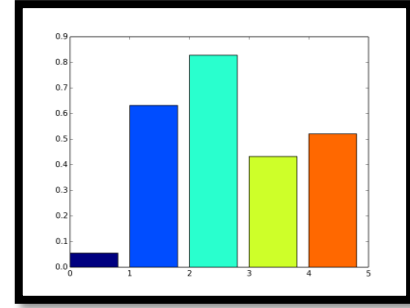


- **Strategic Plan of the College**- Administrators of the college learned the basics of UDL
- **Team of volunteers (CUD)**- The college then requested a team including faculty, staff and administrators to form a committee.
- **100% commitment**-from the volunteer members of CUD
- **Meet bi-monthly**-during working hours
- **Over 100 hours-CUD** team has logged this past semester

REALLY: COMMITTEE FOR UNIVESAL DESIGN

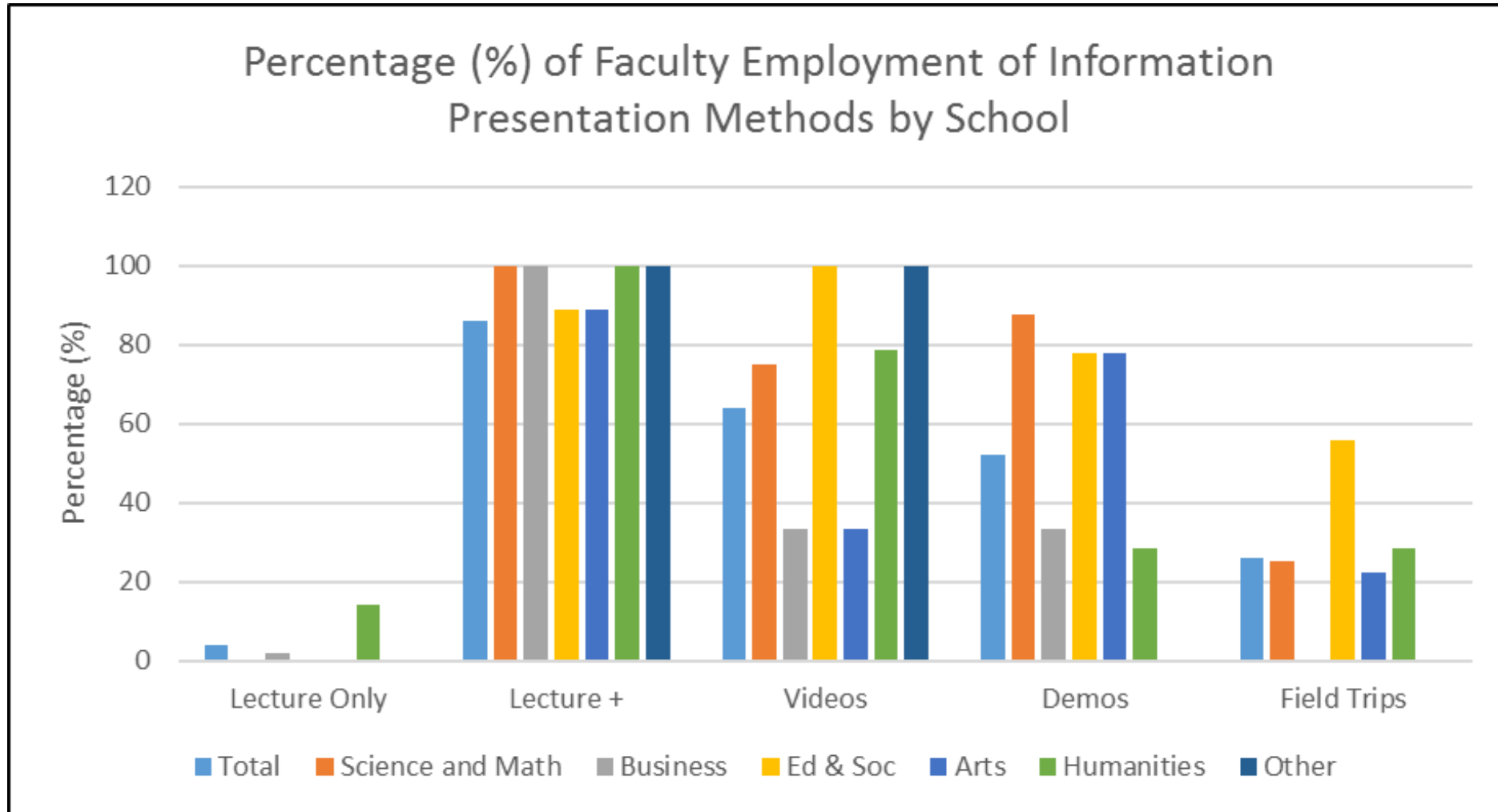


2/18 GC Faculty Survey Results in Bar Graphs



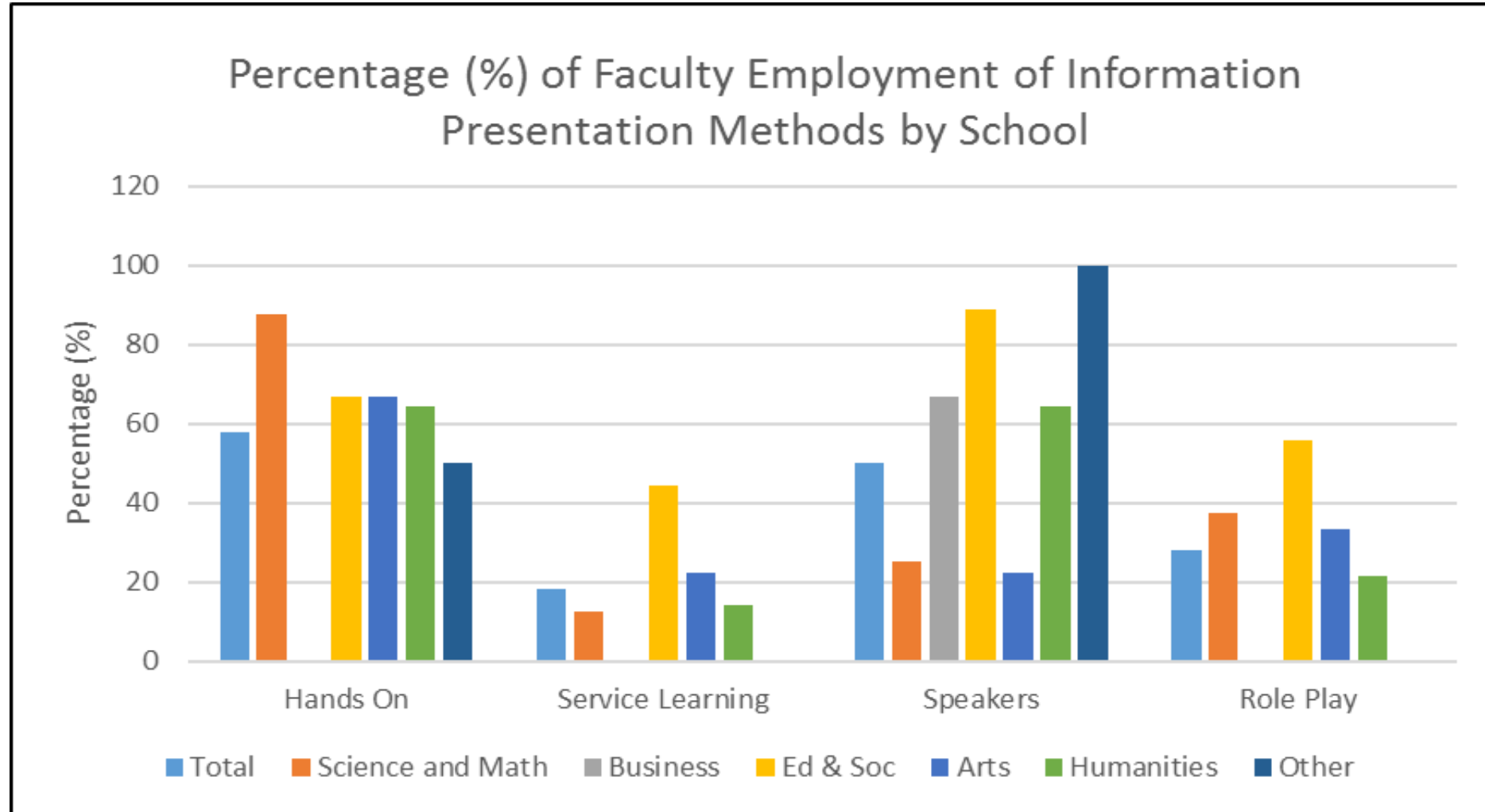
- The purpose of this survey was to gauge how well UDL practices are being integrated into the Greensboro College classrooms at this time.
- The aim was to determine if we are using multiple means of engagement, multiple means of representation, and multiple means of expression to target our neurodiverse classrooms.

Graph 1- multiple means of engagement



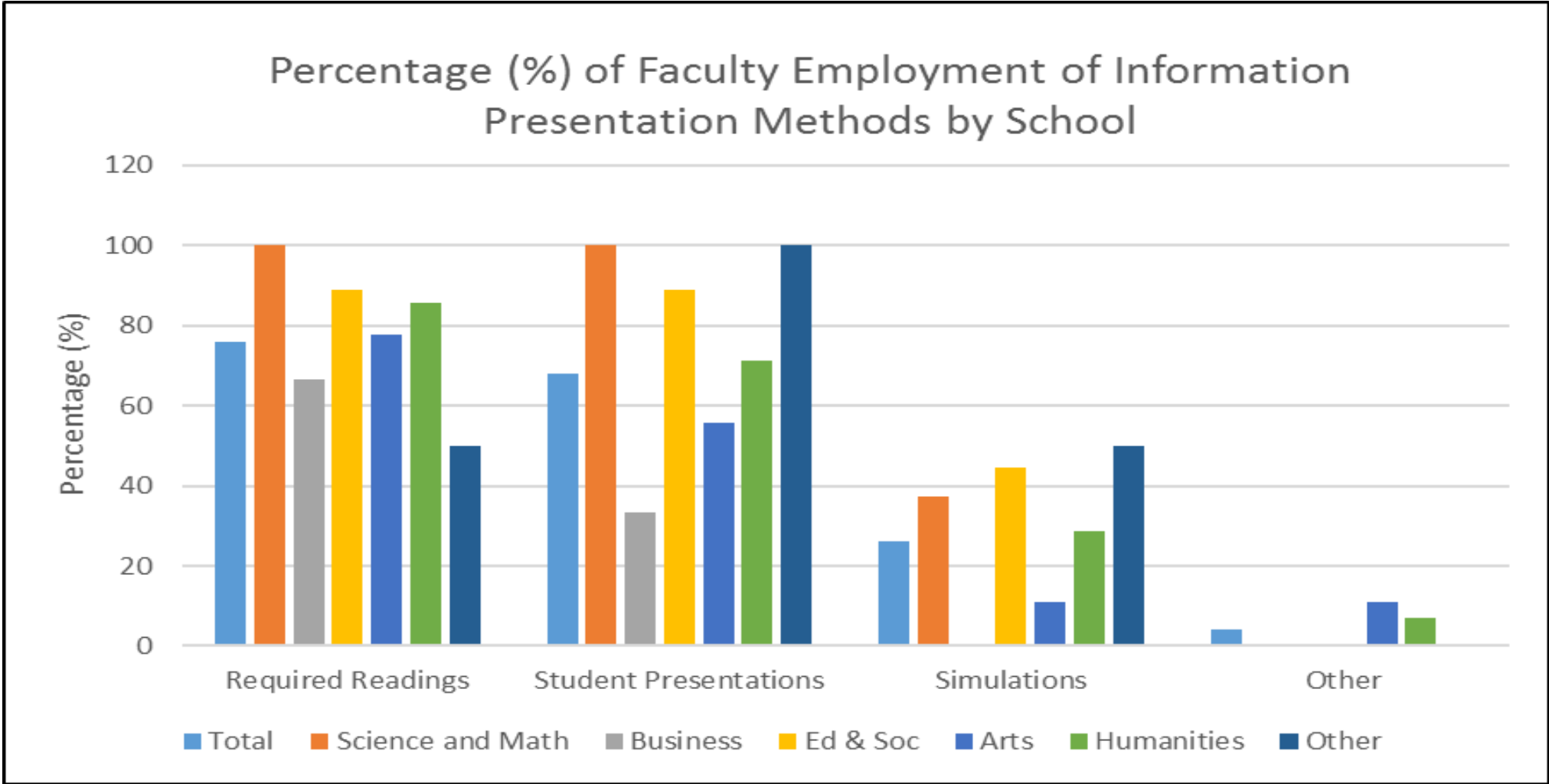
GC professors, in most schools, use lectures, videos, demonstrations and field trips to engage students in the material

Graph 2-multiple means of representation



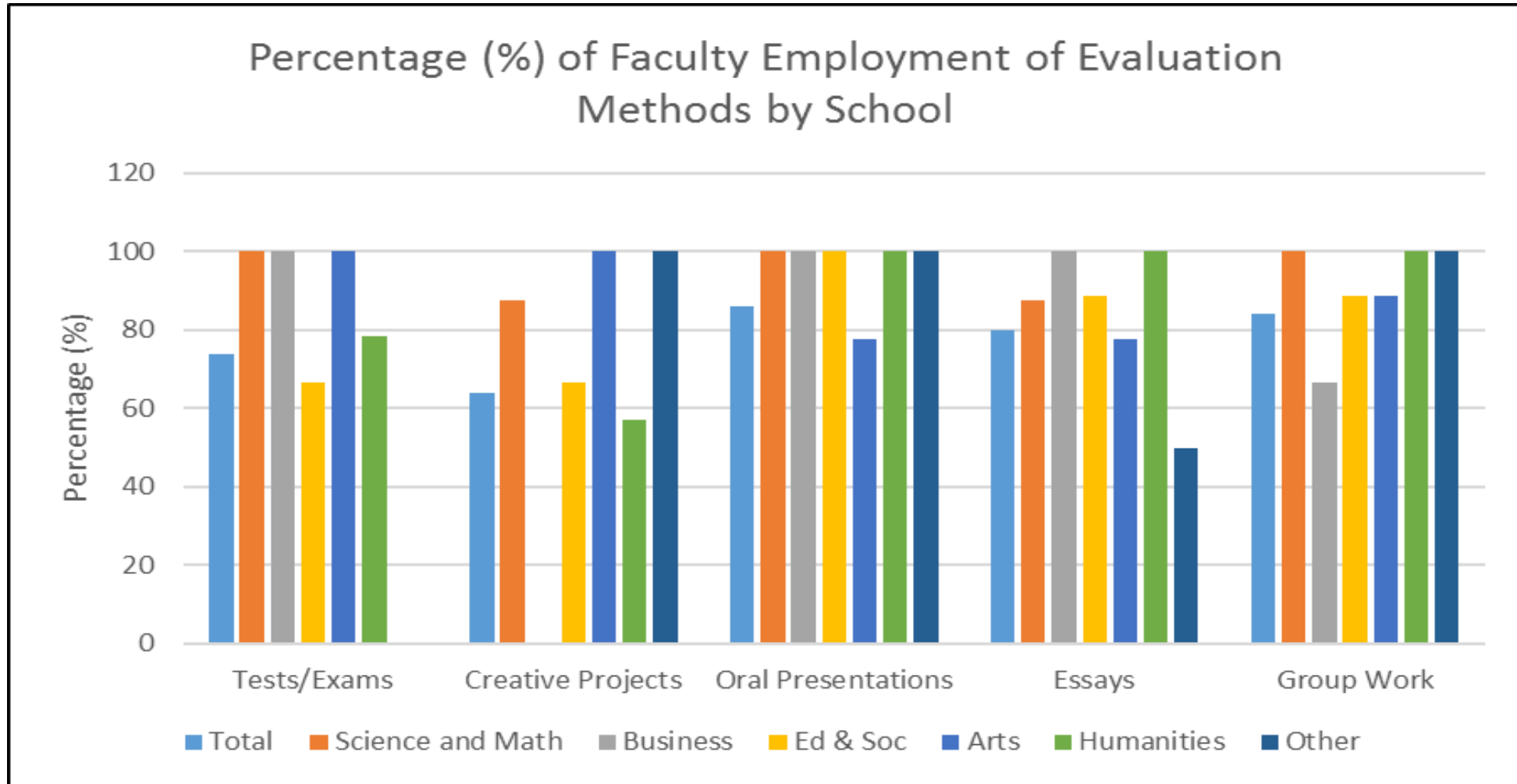
GC professors, in most schools, use hands on materials, service learning, speakers and role-play to represent information

Graph 3- multiple means of representation



GC professors, in most schools, are using required readings, student presentations, simulations and other methods to represent information

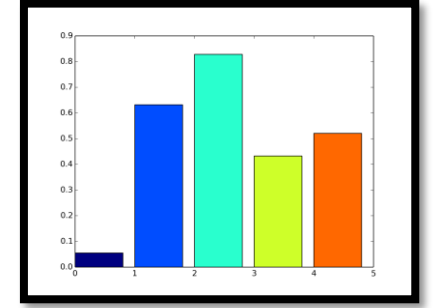
Graph 4-multiple means of expression



GC professors, from all schools, are using tests/exams, presentations, essays and group work to evaluate curriculum mastery.

Creative projects are used in most schools.

What do the Bar Graphs Mean?



- Greensboro College was already engaged in implementing the UDL principles
- multiple means of engagement – graph 1
- multiple means of representation- graph 2 and 3
- multiple means of expression- graph 4

Integration Phase



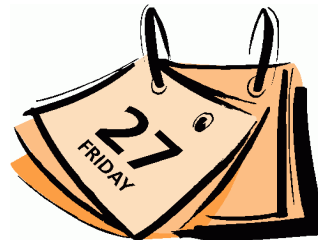
- The of the work often takes place in the **Integration Phase**

- Do not underestimate the amount of time this should take!



- Teams can often take two or more years to feel comfortable

using UDL in their own settings



Integration Phase



Universal Design & Higher Education
in Transformation Congress

30th October – 2nd November 2018, Dublin Castle

- **Institution's plan for improvement**-UDL integrated
- **Faculty/staff learn about the theory and practice of UDL**- in faculty meetings, and professional development workshops.
- **Professional webinars, trainings**- CUD plans to learn more about UDL by participating workshops and during our meetings and conferences.
- **Sharing resources and facilitating workshops**- in faculty meetings and other venues
- **Beginning of our documentation**- this conference

Scaling Phase

“Administrators ensure that systems are in place to encourage the growth and implementation of UDL school wide.” (CAST,2018)

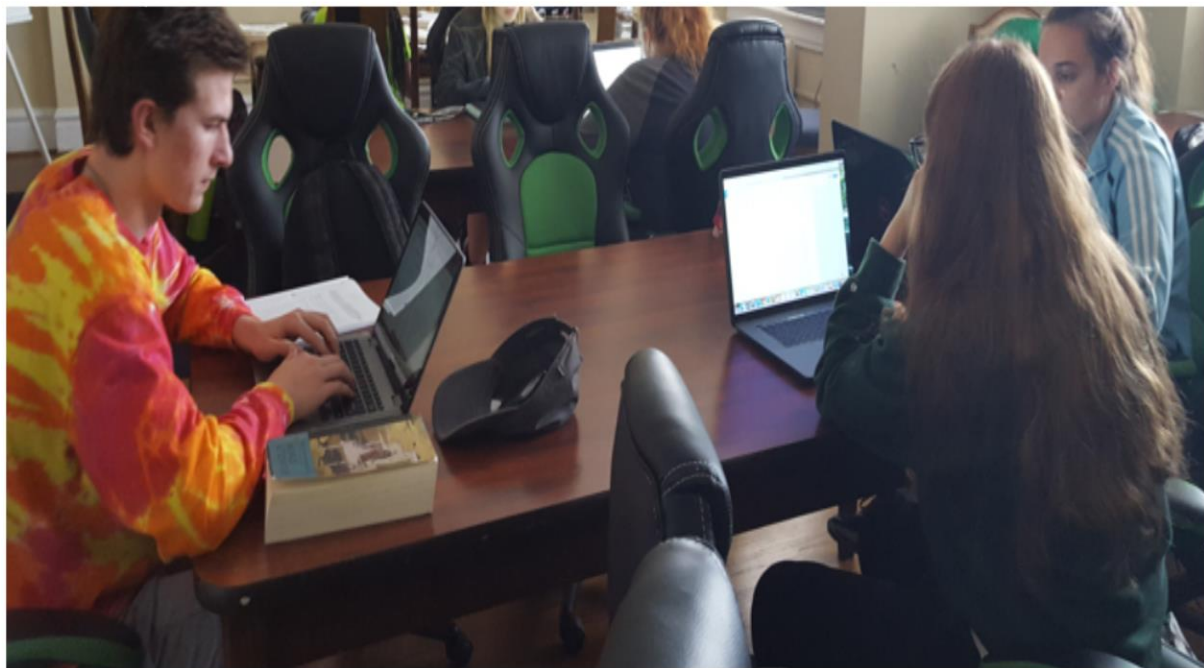
- **Learning Lab-** comfortable sofa, bean-bag chairs and ergonomic chairs
- **Collaborative culture-** supported by workshops, meetings and discussions
- **Professional development-** administrative support and encouragement to attend conferences and obtain certifications
- **Assistive technology-** is updated and includes Kurzweil, Dragon, screen reader, Book share, magnifiers and smart pens
- **Information site on web page-** to disseminate information and promote a deeper understanding of UDL
- **Train new members-** to CUD
- **Curriculum Instruction Committee-** adviser

UD Learning Lab



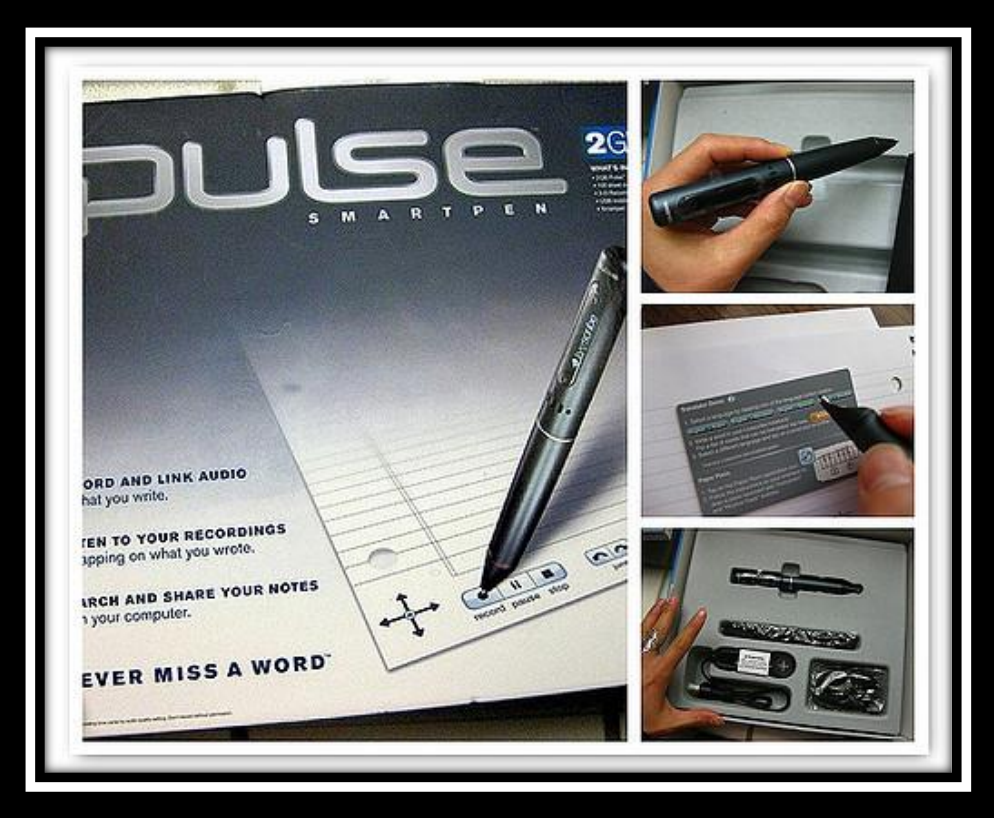
Photos of the Learning lab

Working in the UD Learning Lab

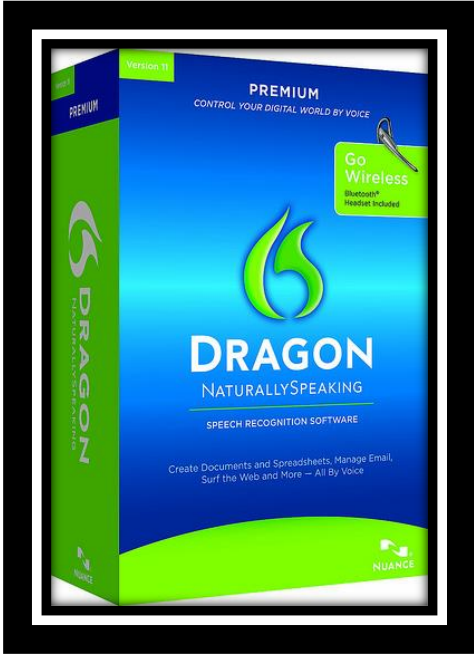


Learning Lab with students

Assistive Technology



Forms of assistive technology



Optimization Phase

The Optimization Phase really never ends

- Continuously train- faculty and staff in facilitating UDL in the classroom and throughout campus.
- UDL coaches- The CUD team will support faculty and staff.
- Continue to share- data and advice.
- Listed on the “UDL on Campus” CAST site, as an institution with a UDL initiative.
- Member of UDL-IRN (UDL-Implementation and Research Network).
- 2 million federal grant – by Degree Completion Committee to assist students in graduating.

Discussion and Conclusion

The CUD's Future Plans

Greensboro College will collaborate with CAST and other agencies on promoting research, professional learning and capacity building into our implementation of UDL campus wide.



Image of person ascending the stairs

Moving on

- **Revising faculty syllabi** -CUD administered a faculty workshop with UDL & accessibility in mind.

http://lgdata.s3-website-us-east-1.amazonaws.com/docs/2205/289066/UDL_Syllabus_Rubric_UPDATED_2-9-2012.pdf

- **Accessible signage**- placed on campus to indicate building locations.
- **Accessible campus map** contains the most accessible travel routes to and from the buildings.
- **First Citizens Bank Global Communication Center**- donation to begin the creation of an all inclusive communication center in the Library.



Graphic of person kneeling to flying

Accessible Signage



First Citizens Bank Global Communication Center Blue Print

