

# Universal Design for Learning (UDL): Better Learning and Instruction by Design Summer Graduate Course

**Graduate Course (3 credits)**  
**July 5 – August 13, 2016**



Students will have the opportunity to gain knowledge and experience with national UDL experts and practitioners who excel in the application of UDL practice and research. Opportunities are scheduled to host invited guests and visit experts at national organizations in the DC area as well as through live digital connections. This year the course kicks off with a week of online content (July 5-10, 2016) followed by a second week of face-to-face classroom instruction (July 11-15, 2016). This continues with four weeks of online course instruction and rounds out a complete blended experience of rich graduate education.

This course has been offered at GW since 2003 and includes a variety of students and faculty across the disciplines of curriculum and instruction, special education, career assessment and transition, higher education, education technology, rehabilitation, adult learning and bilingual studies. The format of this course allows educators to be immersed in an engaging week of instruction, interactive activities, discussion and reflection that incorporates and models UDL design and practice. Following, students explore and develop their works through synchronous and asynchronous online opportunities.

## What is UDL?

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UDL is a research-based educational framework for designing curricula - that is, goals, methods, materials, and assessments - that enable all individuals to gain knowledge, skills, and enthusiasm for learning. This is accomplished by simultaneously providing rich supports for learning and reducing barriers to the curriculum, while maintaining high achievement standards for all students. From kindergarten to graduate school, UDL is beneficial to all educators or practitioners designing instruction at any academic level.

## How does UDL Help Educators?

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Classrooms usually include learners with diverse abilities and backgrounds, including students with physical, sensory, and learning disabilities, differing cultural and linguistic backgrounds, varied preferences and motivations for learning, students who are unusually gifted, and many others. As an educational framework, UDL supports educators' efforts to meet the expected variability of learners by providing flexible instructional materials, techniques, and strategies that help educators design instruction to meet these varied needs. Understanding the role of technology is an important component in the course and in the individualization necessary to engage all learners.

## Internationally Recognized Faculty

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Dr. Fran Smith, Adjunct Professor, was a 2011-12 UDL Fellow at CAST where her research focused on UDL in college classrooms, instructional practices, careers and transition. She obtained her Ed.D in higher education administration at GW and has followed the field of UDL since 2001.

## Key Content Areas

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- *Principles of universal design and UDL*
- *The importance of learner variability and UDL*
- *The history and theoretical framework of UDL*
- *Policy addressing UDL and next steps*
- *The brain, learning and insights from neuroscience*
- *Planning for UDL systems change and implementation*
- *Assistive and instructional technologies and accessible materials that support UDL*
- *Targeted instructional strategies and approaches*
- *UDL and the curriculum: Mindful planning across goals, methods, materials and assessments*
- *Considering UDL as applied to instructional settings, career assessment and transition*
- *Designing and delivering effective instruction within a UDL context*

## GW Contact

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## Registration Information

<http://www.gwu.edu/take-class>

## Location Information

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