Part I: What is UDL?
Universal Design for Learning (UDL) is a professional development concept that strives to make learning accessible to all students, no matter their individual backgrounds. This workshop will provide strategies employed by UDL with a focus on the four key principles: curriculum, instruction, assessment and environment. The workshop will provide examples for participants to apply the concepts learned, and explore the impact of applying UDL strategies. Attendees will leave with multiple UDL resources, including strategies to create cross-campus, sustainable initiatives for improving teaching and learning.

Part II: Syllabus Re-design
This workshop will be built on the principles learned in the introduction to UDL. Participants will learn specific strategies to build a more universally accessible syllabus for their course(s). This workshop is designed to acquaint participants with UDL principles and provide practical, hands-on experience using best practices for meeting the needs of diverse learners. Participants will leave the workshop with a plan for further developing a UDL syllabus.

Part III: Low Tech and High Tech UDL strategies
Effective educators are creative and resourceful in designing flexible learning environments that address the variability of learners using a range of high-tech and low-tech solutions. This workshop will give examples of low and high tech strategies that will make it easier to apply UDL principles and customize their courses.

About the presenter:
Molly Boyle, Project Coordinator, has nearly 20 years of experience working in education as a teacher, administrator, and specialist. She is a respected national authority on Universal Design for Learning and Postsecondary Options for Students with Disabilities. Molly has extensive state and national experience in providing professional development strategies to college students, faculty, and working professionals. Molly currently teaches the graduate level online course “Accessing Post Secondary Education for Students with Disabilities” for the Transition Specialist Leadership Program for the School of Global Inclusion and Social Development at UMB. Molly has been a trainer and technical assistance provider for Think College for ten years. She consults colleges and universities when they need support as they build capacity to support more students with intellectual disability. Previously, she coordinated the Inclusive Concurrent Enrollment project for students with intellectual disabilities at Massachusetts Bay Community College in Wellesley, Massachusetts.