1. General Information

1a. Submitted by the College of: UNDERGRADUATE EDUCATION

Date Submitted: 3/28/2016

1b. Department/Division: Undergraduate Studies

1c. Contact Person

   Name: Kathy Sheppard-Jones
   Email: kjone@uky.edu
   Phone: 257-8104

1d. Responsible Faculty ID (if different from Contact)

   Name: 
   Email: 
   Phone: 

1e. Requested Effective Date: Specific Term/Year Spring/2016

1f. Should this course be a UK Core Course? No

2. Designation and Description of Proposed Course

2a. Will this course also be offered through Distance Learning?: Yes

2b. Prefix and Number: HDI 350

2c. Full Title: Universal Design: Applications in the Built, Virtual and Learning Environments

2d. Transcript Title: Universal Design: Applications

2e. Cross-listing:

2f. Meeting Patterns

   LECTURE: 3

2g. Grading System: Letter (A, B, C, etc.)

2h. Number of credit hours: 3

2i. Is this course repeatable for additional credit? No

If Yes: Maximum number of credit hours:

If Yes: Will this course allow multiple registrations during the same semester?

2j. Course Description for Bulletin: This course provides an introduction to universal design. The course will give students a base of core knowledge and experience in universal design principles utilized in the built, virtual and learning environments. This course illustrates the application of universal design across a variety of disciplines and across the lifespan. It is designed to enable students to apply the principles of universal design within their own course of study.
2k. Prerequisites, if any: No prerequisites

2l. Supplementary Teaching Component:

3. Will this course taught off campus? No
   If YES, enter the off campus address:

4. Frequency of Course Offering: Spring
   Will the course be offered every year?: Yes
   If No, explain:

5. Are facilities and personnel necessary for the proposed new course available? Yes
   If No, explain:

6. What enrollment (per section per semester) may reasonably be expected?: 15

7. Anticipated Student Demand
   Will this course serve students primarily within the degree program?: Yes
   Will it be of interest to a significant number of students outside the degree pgm?: Yes
   If Yes, explain: The course is of significant interest to students across the degree programs

8. Check the category most applicable to this course: Relatively New – Now Being Widely Established,
   If No, explain:

9. Course Relationship to Program(s).
   a. Is this course part of a proposed new program?: Yes
      If YES, name the proposed new program: Certificate in Universal Design
   b. Will this course be a new requirement for ANY program?: No
      If YES, list affected programs:

10. Information to be Placed on Syllabus.
    a. Is the course 400G or 500?: No
    b. The syllabus, including course description, student learning outcomes, and grading policies (and 400G-/500-level grading differentiation if applicable, from 10.a above) are attached: Yes

Distance Learning Form

Instructor Name: Kathy Sheppard-Jones
Instructor Email: kjone@uky.edu
Internet/Web-based: Yes
Interactive Video: No
Hybrid: No

1. How does this course provide for timely and appropriate interaction between students and faculty and among students? Does the course syllabus conform to University Senate Syllabus Guidelines, specifically the Distance Learning Considerations? Faculty and students are able to interact in a timely fashion via a variety of mechanisms, including phone, email, and text. Faculty are available by phone Monday - Saturday. The syllabus conforms to University Senate Syllabus Guidelines and is attached to this proposal.

2. How do you ensure that the experience for a DL student is comparable to that of a classroom-based student's experience? Aspects to explore: textbooks, course goals, assessment of student learning outcomes, etc. Student experiences for a DL student in this course closely mirror those of a classroom-based student. Lectures are recorded in the classroom section of this course, captioned, and made available in the online section of the course. Assignments for the DL section are the same as for the classroom section. Participation for the DL section is assessed through meaningful and ongoing posts in the discussion board. Student learning outcomes are assessed the same. The textbooks, readings and course outline are all the same.

3. How is the integrity of student work ensured? Please speak to aspects such as password-protected course portals, proctors for exams at interactive video sites; academic offense policy; etc. Integrity of student work is of utmost concern. All assignments are to be submitted through the online learning system (currently Blackboard) which requires user authentication. Assignments are submitted via safeassign, a Blackboard tool which analyzes word and phrase strings of submitted works against an online database of existing work, generating reports indicating % matches to other works. This can be a useful tool in determining if further exploration of the work is advised. Exams are untimed and open book, as are the classroom exams for this course. Students are advised of their rights and responsibilities and are encouraged to review the UK policy on academic integrity and academic offenses (as outlined in the syllabus and the online announcements at the onset of the course).

4. Will offering this course via DL result in at least 25% or at least 50% (based on total credit hours required for completion) of a degree program being offered via any form of DL, as defined above? No

If yes, which percentage, and which program(s)? 25% of Certificate in Universal Design

5. How are students taking the course via DL assured of equivalent access to student services, similar to that of a student taking the class in a traditional classroom setting? The syllabus provides resource information for any course related services, including distance library services or interlibrary loan. Course announcements also provide access to other supports that may be of interest, such as the UK Writing Center which provides online consultations that may be of great benefit to our students. Great care is taken to ensure that, while students may have the flexibility of an asynchronous course, they still have the access and interaction with faculty to have a positive learning experience.

6. How do course requirements ensure that students make appropriate use of learning resources? Students are expected to utilize resources that enhance their learning. The syllabus and announcements provide details about available resources needed for the course, including access to libraries.

7. Please explain specifically how access is provided to laboratories, facilities, and equipment appropriate to the course or program. N/A

8. How are students informed of procedures for resolving technical complaints? Does the syllabus list the entities available to offer technical help with the delivery and/or receipt of the course, such as the Information Technology Customer Service Center (http://www.uky.edu/ITCS)? Students are advised of resolving technical complaints and utilizing the services of ITCS in both the course syllabus and in the announcements.
9. Will the course be delivered via services available through the Distance Learning Program (DLP) and the Academic Technology Group (ATL)? YES

If no, explain how student enrolled in DL courses are able to use the technology employed, as well as how students will be provided with assistance in using said technology. N/A

10. Does the syllabus contain all the required components? YES

11. I, the instructor of record, have read and understood all of the university-level statements regarding DL.

Instructor Name: Kathy Sheppard-Jones

SIGNATURE[BCWITH2][Benjamin C Withers]HDI 350 NEW College Review[20150727]
## New Course Form

**General Information**

- **Submitted by the College of:** Undergraduate Education
- **Submission Date:** 5/26/2016
- **Department/Division:** Undergraduate Studies
- **Contact Person Name:** Kathy Shepard-Jones
- **Responsible Faculty ID (if different from Contact):**
- **Request Effective Date:** Semester following approval OR Specific Term/Year: Spring 2016
- **Should this course be a UK Core Course?:** Yes No
- **If YES, check areas that apply:**
  - Inquiry - Arts & Creativity
  - Composition & Communications
  - Inquiry - Humanities
  - Quantitative Foundations
  - Inquiry - Nat/Math/Phys Sci
  - Statistical Inference Reasoning
  - Inquiry - Social Sciences
  - U.S. Citizenship, Community, Diversity
  - Composition & Communications
  - Global Dynamics

## Designation and Description of Proposed Course

- **Prefix and Number:** HDI 350
- **Full Title:** Universal Design: Applications in the Built, Virtual and Learning Environments
- **Transcript Title:** Universal Design: Applications
- **Course offerings:**
  - Lecture
  - Research
  - Independent Study
  - Laboratory
  - Clinical
  - Discussion
  - Colloquium
  - Seminar
  - Studio
- **Number of credits:** 3
- **Identify a grading system:**
  - A, B, C (etc.)
  - Pass/Fail
  - Medical/Numeral Grades (Non-medical students will receive a letter grade)
- **Number of credit hours:**
- **If YES: Will this course allow multiple registrations during the same semester?:** Yes No

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https://iweb.uky.edu/curricularproposal/Form_NewCourse.aspx?ntif=55432745902F0D70E100800080A3B9... 3/30/2016
j. * Course Description for Bulletin:
   This course provides an introduction to universal design. The course will give students a base of core knowledge and experience in universal design principles utilized in the built, virtual and learning environments. This course illustrates the application of universal design across a variety of disciplines and across the lifespan. It is designed to enable students to apply the principles of universal design within their own course of study.

k. Prerequisites, if any:
   No prerequisites

3. * Will this course be taught off campus? ☑ Yes ☐ No
   If YES, enter the off campus address:

4. Frequency of Course Offering,
   a. * Course will be offered (check all that apply): ☐ Fall ☐ Spring ☐ Summer ☐ Winter
   b. * Will the course be offered every year? ☑ Yes ☐ No
      If No, explain:

5. * Are facilities and personnel necessary for the proposed new course available? ☑ Yes ☐ No
   If NO, explain:

6. * What enrollment (per section per semester) may reasonably be expected? [5]

7. Anticipated Student Demand,
   a. * Will this course serve students primarily within the degree program? ☑ Yes ☐ No
   b. * Will it be of interest to a significant number of students outside the degree program? ☑ Yes ☐ No
      If YES, explain:
      The course is of significant interest to students across the degree program.

8. * Check the category most applicable to this course:
   ☐ Traditional - Offered in Corresponding Departments at Universities Elsewhere
   ☐ Relatively New - Now Being Widely Established
   ☐ Not Yet Found in Many (or Any) Other Universities

9. Course Relationship to Program(s),
   a. * Is this course part of a proposed new program? ☑ Yes ☐ No
      If YES, name the proposed new program:
      Certificate in Universal Design
   b. * Will this course be a new requirement for ANY program? ☑ Yes ☐ No
      If YES, list affected programs:

10. Information to be Placed on Syllabus,
    a. * Is the course 400G or 500G? ☑ Yes ☐ No
       If YES, undergraduate and graduate students must be included in the information required in 10.b. You must include: (i) identification of all assignments by the graduate students; and/or (ii) establishment of different grading criteria in the course for graduate students. (See SR. 3.1.4.)
    b. ☐ The syllabus, including course description, student learning outcomes, and grading policies (and 400G/500G-level grading differentiation if applicable, from 10 attached.

Distance Learning Form
This form must accompany every submission of a new/changed course form that requests distance learning delivery. This form may be required when changing a course already approved for DL delivery. 

Introduction/Definition: For the purposes of the Commission on Colleges Southern Association of Colleges and Schools accreditation review, distance learning is defined as a flexible educational process in which the majority of the instruction (interaction between students and instructors and among students) in a course occurs when students and instructors are in the same place. Instruction may be synchronous or asynchronous. A distance learning (DL) course may employ correspondence study, or audio, video, or computer technologies.
Curriculum and Instruction

1. How does this course provide for timely and appropriate interaction between students and faculty and among students? Does the course syllabus conform to university guidelines? Faculty and students are able to interact in a timely fashion via a variety of mechanisms, including phone, email, and text. Faculty are available by phone Monday - Saturday. The syllabus conforms to University Senate Syllabus guidelines.

2. How do you ensure that the experience for a DL student is comparable to that of a classroom-based student's experience? Aspects to explore: textbook, course goals, and student learning outcomes, etc. Student experiences for a DL student closely mirror those of a classroom-based student. Lectures are recorded in the classroom section of this course, captioned, and made available in the online section of the course.

3. How is the integrity of student work ensured? Please speak to aspects such as password-protected course portals, proctor exams at interactive video sites, academic policy, etc. Integrity of student work is of utmost concern. All assignments are to be submitted through the online learning system (currently Blackboard) which requires user authentication. Assignments are submitted via safassign, a plagiarism detection system.

4. Will offering this course via DL result in at least 25% or at least 50%* (based on total credit hours required for completion) of a degree program being offered via any of the above? No

5. How are students taking the course via DL assured of equivalent access to student services, similar to that of a student taking the course in a traditional classroom setting? The syllabus provides resource information for any course related services, including distance library services and interlibrary loan. Course announcements also provide access to other supports that may be of interest, such as the library.

Library and Learning Resources

6. How do course requirements ensure that students make appropriate use of learning resources? Students are expected to utilize resources that enhance their learning. The syllabus and announcements provide details about available resources needed for the course, including access to libraries.

7. Please explain specifically how access is provided to laboratories, facilities, and equipment appropriate to the course or program. N/A

Student Services

8. How are students informed of procedures for resolving technical complaints? Does the syllabus list the entities available to offer technical help with the delivery and/or the course, such as the Information Technology Customer Service Center (http://www.uky.edu/ITD)? Students are advised of resolving technical complaints and utilizing the services of ITD in both the course syllabus and in the announcements.

9. Will the course be delivered via services available through the Distance Learning Program (DLP) and the Academic Technology Group (ATG)?
   @ Yes
   ☐ No

   If no, explain how students enrolled in DL courses are able to use the technology employed, as well as how students will be provided with assistance in using said technology.

   N/A

10. Does the syllabus contain all the required components, below? ☑ Yes
    - Instructor's virtual office hours, if any.
    - The technological requirements for the course.
    - Contact information for Distance Learning programs (http://www.uky.edu/DistanceLearning) and Information Technology Customer Service Center (http://www.uky.edu/ITD/HelpDesk: 859-218-HELP).
    - Procedure for resolving technical complaints.
    - Preferred method for reaching instructor, e.g. email, phone, text message.
    - Maximum timeframe for responding to student communications.
    - Language pertaining to academic accommodations.

https://iweb.uky.edu/curricularproposal/Form_NewCourse.aspx?Notif=55432745902F0D70E100800080A3B9... 3/30/2016
11. The instructor of record, have read and understood all of the university-level statements regarding DL.

Instructor Name: ________________________________
Kathy Sheppard-Jones

Abbreviations: CLP = Distance Learning Program
ATG = Academic Technology Group
Caliber Service Center = 859-218-HELP (http://caliber.uky.edu/ATG/Help)

Revised 8/09

11 Courses are typically made effective for the semester following approval. No course will be made effective until all approvals are received.
12 The chair of the course-listing department must sign off on the Signature Routing Log.
13 In general, undergraduate courses are developed on the principle that one semester hour of credit represents one hour of classroom meeting per week for a semester, exclusive of any laboratory meeting. A meeting, generally, represents at least two hours per week for a session for one credit hour. (See SR 5.2.1)
14 You must also submit the Distance Learning Form in order for the proposed course to be considered for DL delivery.

Rev 8/09
May 2, 2015

Please find attached HDI350 syllabus. HDI is an existing prefix that is currently used for courses offered through the Graduate School. We would like to extend the use of this prefix for the proposed new courses that will be used to comprise the new undergraduate Certificate in Universal Design which has also been submitted for review. Because we would like to offer a section of the course via distance learning, I have also attached PDF file HDI350syllabusdl which includes relevant detail needed for delivery of a DL course.

Should further clarification be needed, please feel free to contact me at kjone@uky.edu or 257.8104.

Thank you for your consideration.

Kathy Sheppard-Jones, PhD, CRC
Training Director & Adjunct Assistant Professor
Human Development Institute
& Early Childhood, Special Education & Rehabilitation Counseling
University of Kentucky
Syllabus

HDI350-201 Universal Design:
Applications in the Built, Virtual and Learning Environments
3 Credit Hours
004 Mineral Industries Bldg
Meeting Time TBA

Instructor
Kathy Sheppard-Jones, PhD
210 Mineral Industries Bldg
Lexington KY 40506-0051

Instructor Office - Mineral Industries Building (#51)

Campus Map: http://maps.uky.edu/campusmap/?Bldg=0051&Map=Perspective
Accessibility Details at:

Phone Number 859.257.8014 (office); 859.576.2991 (cell)
Email kjone@uky.edu

Office Hours Fridays, 8:30am – 9:45am (face to face or virtual hours online)

Preferred method for contacting instructor Email

Anticipation Response Time Less than 24 hours for email
Information on Distance Learning http://www.uky.edu/Libraries/DL_LS
Library Service

DL Librarian Carla Cantagallo
Phone: 859.218.1240
Email: dilservice@lsv.uky.edu
Course Description
This course provides an introduction to universal design. The course will give students a base of core knowledge and experience in universal design principles utilized in the built, virtual and learning environments. This course illustrates the application of universal design across a variety of disciplines and across the lifespan. It is designed to enable students to apply the principles of universal design within their own course of study.

Prerequisites
None.

Overview
Universal design utilizes a broad set of strategies that promote inclusion and participation of all within a diverse world. Utilizing universal design ensures that the needs of the widest range of possible users are considered at the outset. The principles of universal design are applicable across environments and to programs and learning across the lifespan.

### Student Learning Outcomes
Upon completion of the course, students will be able to:

- Express the principles of universal design.
- Identify universal design elements in the built and virtual environments.
- Recognize universal design applications within the student's own discipline.
- Summarize the key components of universal design for learning.
- Critique applications of universal design for learning that apply to the student’s own discipline.
Course Delivery
This course is designed as a 16 week online asynchronous course that utilizes Canvas for submission of all assignments and as a class lecture and materials repository. Visit http://elearning.uky.edu, to ensure that your computer and internet access are compatible with Canvas.

Required Texts


You are to use the American Psychological Association style manual (6th edition) for the formatting of papers.

Additional Readings: Additional required readings are required and will be made available to you. All readings for this course are selected in an effort to enhance your learning. Guest speakers may assign reading materials prior to their lecture. Be sure to complete the readings prior to class in order to participate more fully in discussions and to build a strong foundation for your knowledge.

Course Requirements
1. Attendance & Participation – In order to gain an understanding of the wide realm of issues around universal design, students must view video lectures each week of class. Class discussion boards will enable students to participate and share ideas about the weekly topics. This is a valuable way to learn from others and share your own experiences. Make sure to check the Discussion Boards early each week for your new topic of discussion. The first day of each week begins on Wednesday. The last day of each week is Tuesday. Each student will
post their responses to their assigned group. A minimum of 3 quality posts are expected for each week's discussion. The first post MUST occur by 5pm Sunday to facilitate true discussion within the groups. See "Discussion Board Groups and How Posts are Graded" Announcement for details about how the DB is graded each week. If you have questions about this, please email me.

2. Reflections – Three reflections will be assigned during the course. You will receive instruction as to what criteria must be met to receive the maximum number of points for each reflection. Reflections may be completed using either a word document, audio file, or online tool (such as Padlet or Word Cloud) format. All assignments must be individual and independent efforts. More detail about requirements and grading rubric will be provided in class and in the document REFLECTIONS HDI350 on Canvas.

3. UD/UDL Samples & Portfolio – You will share a sample of UD/UDL each week in the Sample Discussion Board. Be prepared to discuss your sample. At the end of the semester, you will compile your samples into a portfolio that will be submitted under assignments. More detail about requirements and grading rubric will be provided in class and in the document FINALPROJECT HDI350 on Canvas.

4. Examinations – You will take an examination at the midpoint (midterm exam) and end (final exam) of the course. Examinations will cover course lecture and materials. Students may choose the format for the exam (either multiple choice, short answer type or essay). The final exam is cumulative, covering all course content. Further detail regarding this assignment and grading rubric will be provided in class and in the document EXAMINATIONSHDI350 on Canvas.

**Midterm Grade**
Midterm grades will be posted in myUK by the deadline established in the academic calendar (http://www.uky.edu/Registrar/AcademicCalendar.htm )

**Final Exam Schedule**
Date, Time, Duration and Location: TBA

**Grades**
Student performance in this course will be evaluated based on completion of all assignments and participation. The course requirements and their point value related to the total grade are presented below.
<table>
<thead>
<tr>
<th>Assignment</th>
<th>Number of Points</th>
<th>Percentage % of Course Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reflection 1</td>
<td>20 points</td>
<td>8%</td>
</tr>
<tr>
<td>Reflection 2</td>
<td>20 points</td>
<td>8%</td>
</tr>
<tr>
<td>Reflection 3</td>
<td>20 points</td>
<td>8%</td>
</tr>
<tr>
<td>Participation (DBs)</td>
<td>20 points</td>
<td>8%</td>
</tr>
<tr>
<td>Weekly Samples</td>
<td>40 points</td>
<td>16%</td>
</tr>
<tr>
<td>Sample Portfolio</td>
<td>50 points</td>
<td>20%</td>
</tr>
<tr>
<td>Midterm</td>
<td>40 points</td>
<td>16%</td>
</tr>
<tr>
<td>Final Exam</td>
<td>40 points</td>
<td>16%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>250 points</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

Final grades will be determined by totaling received points for each of the assignments above. This will be translated into a letter grade as determined by the ranges for each grade below.

**Undergraduate Students**

225 – 250 points = A  
200 - 224 points = B  
175 - 199 points = C  
150 – 174 points = D  
0 – 149 points = E

**COURSE POLICIES**

**Attendance**

Attendance is mandatory. Completion of all course assignments/activities, including discussion is mandatory.

**Excused Absences**

Acceptable reasons for excused absences/late assignments are listed in Student Rights and Responsibilities (5.2.4.2). According to university guidelines, students are allowed an excused absence for specified reasons. The burden of proof is on the student; sufficient documentation may be required and must be provided within one week of the period of the absence.

Excused Absences: S.R. 5.2.4.2 defines the following as acceptable reasons for excused absences:

1) serious illness;
2) illness or death of family member;
3) University-related trips;
4) major religious holidays (see www.uky.edu/Ombud/ForFaculty_ReligiousHolidays.php);
5) other circumstances you find to be "reasonable cause for nonattendance."
See www.uky.edu/StudentAffairs/Code/part2.html for the University policy on excused absences.

Excessive Absences
According to the Rules of the University Senate, those students who miss more than 20% of the class FOR ANY REASON may be dropped by the instructor from the class. This is true even if you are sick and have medical excuses. The rationale for this rule is that people who miss more than 20% are not really receiving the content of the course.

From the Rules of the University Senate, Part II, 5.2.4.2 Excused Absences:
If attendance is required or serves as a criterion for a grade in a course, and if a student has excused absences in excess of one-fifth of the class contact hours for that course, a student shall have the right to petition for a "W," and the faculty member may require the student to petition for a "W" or take an "I" in the course.
(US: 2/9/87; RC: 11/20/87)

Submitting Assignments
Assignments will be submitted via Canvas.

Late Assignments
In order to achieve and maintain sufficient progress in a web-based course, it is necessary to complete and submit assignments/class activities by the due date indicated. A due date is provided on the course schedule with regard to each individual assignment. The submission window will close for each respective assignment after the due date indicated. Failure to submit an assignment by the due date could result in a failing grade for the assignment. Late assignments will not be accepted unless arrangements are made with the course instructor. If the student has an excused absence (request for excused absence must be presented within one week of absence) resulting in a late assignment, a reasonable extension to submit the assignment will be determined by the instructor.

Classroom Decorum
Students are expected to treat instructors and each other with respect. The course will be conducted with openness and respect to all individuals' points of view and experience. The activities and discussions will not tolerate discrimination or prejudice toward any person or group's religion, ethnicity, disability, gender, or sexual orientation. All students are expected to conduct themselves in an appropriate and ethical manner during their UK classes and
related field placements, as befitting students, and ambassadors for the University of Kentucky.

Students with Accommodation Needs
If you have a documented disability that requires academic accommodations, please see me as soon as possible during scheduled office hours. In order to receive accommodations in this course, you must provide me with a Letter of Accommodation from the Disability Resource Center (DRC). The DRC coordinates campus disability services available to students with disabilities. It is located on the corner of Rose Street and Huguelet Drive in the Multidisciplinary Science Building, Suite 407. You can reach them via phone at (859) 257-2754 and via email at drc@uky.edu. Their web address is http://www.uky.edu/StudentAffairs/DisabilityResourceCenter/

Map of Multidisciplinary Science Building (#) Home to Disability Resource Center

Academic Integrity, Cheating and Plagiarism
Students will not cheat or plagiarize, per UK policy. Students are expected to adhere to University policy related to cheating and plagiarism for all courses. The first offense minimum penalty is a zero on the assignment for which the offense occurred. A severe offense will result in more serious penalties, from failure of the course to suspension from the university.

All materials generated for this class (which may include but are not limited to syllabi and in-class materials) are copyrighted. You do not have the right to copy such materials unless the professor expressly grants permission. As commonly defined, plagiarism consists of passing off as one's own the ideas, words, writing, etc., which belong to another. In accordance with this definition, you are committing plagiarism if you copy the work of another person and turn it in as your own, even if you should have permission of that person. Plagiarism is one of the worst academic violations, for the plagiarist destroys trust among others.
Students are advised to review the forms of academic dishonesty as found in the Code of Student Rights and Responsibilities. This is available at www.uky.edu/Ombud. It is not acceptable to plead ignorance in defense of a charge of academic dishonesty. All submitted academic work is expected to be the product of individual expression, research or thought.

Any assignment that is submitted may, in turn, be submitted to an electronic database to check for consistent phrases and narrative content with others’ work. Additional resources on plagiarism are available at www.uky.edu/Ombud/Plagiarism.pdf For UK’s policy on academic integrity, visit Student Rights and Responsibilities Part II, Section 6.3 www.uky.edu/StudentAffairs/Code/part2.html
HDI 350 Course Schedule
We will use this schedule as a general overview of the flow and direction of the course. It includes topics that will be covered each week, readings and due dates for assignments.

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Readings</th>
</tr>
</thead>
</table>
| 1    | Introductions  
Course Overview  
Introduction to Universal Design  
People first language  
Text Chapter 1                   |
| 2    | Social Perspectives & Diversity  
Enhancing our Understanding of Where We Live, Work & Play         | Text Chapter 3                |
| 3    | Universal Design History                                             | Text Chapter 2                |
| 4    | Legal Underpinnings of Universal Design  
**Reflection #1 Due**                                                   | ADAAG  
Text Chapter 9                |
| 5    | Universal Design Principles 1 & 2                                    | Handouts                      |
| 6    | Universal Design Principles 3 & 4                                    | Handouts                      |
| 7    | Universal Design Principles 5 & 6                                    | Handouts                      |
| 8    | Universal Design Principle 7  
**Midterm Exam**                                                        | Handouts                      |
| 9    | UD - Applying What we Know on Campus, Public Spaces and Living Spaces  
Introduction to Accessibility Mapping                               | Text Chapter 8                |
| 10   | Introduction to Universal Design for Learning  
Learning Styles  
**Reflection #2 Due**                                                      | Selected Readings             |
<p>| 11   | Looking at the Student's Perspective on Universal Design for Learning | Selected Readings             |
| 12   | Universal Design for Learning Across the Lifespan                     | Selected Readings             |</p>
<table>
<thead>
<tr>
<th>13</th>
<th>Mobile Technology and More in Universal Design</th>
<th>Selected Readings</th>
</tr>
</thead>
<tbody>
<tr>
<td>14</td>
<td>Virtual Environments: A Blank Canvas or Another Inaccessible World?</td>
<td>Selected Readings</td>
</tr>
<tr>
<td></td>
<td>Reflection #3 Due</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Sample Portfolio Due</td>
<td></td>
</tr>
<tr>
<td>15</td>
<td>The Bottom Line on Universal Design</td>
<td>Text Chapter 13</td>
</tr>
<tr>
<td></td>
<td>Taking it on the Road</td>
<td></td>
</tr>
<tr>
<td>16</td>
<td>Final Exam</td>
<td></td>
</tr>
</tbody>
</table>
Syllabus
HDI350 Universal Design:
Applications in the Built, Virtual and Learning Environments
3 Credit Hours
004 Mineral Industries Bldg
Meeting Time TBA

Instructor        Kathy Sheppard-Jones, PhD
                  210 Mineral Industries Bldg
                  Lexington KY 40506-0051

Mineral Industries Building (#51)

Campus Map: http://maps.uky.edu/campusmap/?Bldg=0051&Map=Perspective

Phone Number  859.257.8014 (office); 859.576.2991 (cell)
Email           kjone@uky.edu
Office Hours   Fridays, 8:30am – 9:45am
Preferred method for contacting instructor Immediately following class meeting time or email
Anticipated Response Time Immediately if after class meeting time; within 48 hours, often within 24 hours for email
Course Website http://elearning.uky.edu
Course Description
This course provides an introduction to universal design. The course will give students a base of core knowledge and experience in universal design principles utilized in the built, virtual and learning environments. This course illustrates the application of universal design across a variety of disciplines and across the lifespan. It is designed to enable students to apply the principles of universal design within their own course of study.

Prerequisites
None.

Overview
Universal design utilizes a broad set of strategies that promote inclusion and participation of all within a diverse world. Utilizing universal design ensures that the needs of the widest range of possible users are considered at the outset. The principles of universal design are applicable across environments and to programs and learning across the lifespan.

<table>
<thead>
<tr>
<th>Student Learning Outcomes</th>
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</thead>
<tbody>
<tr>
<td>Upon completion of the course, students will be able to:</td>
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<tr>
<td>- Express the principles of universal design.</td>
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<tr>
<td>- Identify universal design elements in the built and virtual environments.</td>
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<tr>
<td>- Recognize universal design applications within the student’s own discipline.</td>
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<tr>
<td>- Summarize the key components of universal design for learning.</td>
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<tr>
<td>- Critique applications of universal design for learning that apply to the student’s own discipline.</td>
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</table>

Course Delivery
This course is designed as a 16 week face to face course that utilizes Canvas for submission of all assignments and as a class lecture and materials repository.

Required Texts

You are to use the American Psychological Association style manual (6th edition) for the formatting of papers.

Additional Readings: Additional required readings are required and will be made available to you. All readings for this course are selected in an effort to enhance your learning. Guest speakers may assign reading materials prior to their lecture. Be sure to complete the readings prior to class in order to participate more fully in discussions and to build a strong foundation for your knowledge.

Course Requirements

1. Attendance & Participation – In order to gain an understanding of the wide realm of issues around universal design, students must attend class. Class participation is a valuable way to learn from others and share your own experiences. More than one unexcused absence will be equal to a one-half letter reduction in your final grade for each absence. You must be present to learn much of this material. If more than one unexcused absence occurs, arrangements must be made with the instructor as to how to make up the material. In addition, you are expected to be prepared for class discussions, experiential activities and to be an active participant in the discussions and small group work.

2. Reflections – Three reflections will be assigned during the course. You will receive instruction as to what criteria must be met to receive the maximum number of points for each reflection. Reflections may be completed using either a word document, audio file, or online tool (such as Padlet or Word Cloud) format. All assignments must be individual and independent efforts. More detail about requirements and grading rubric will be provided in class and in the document REFLECTIONSHDI350 on Canvas.

3. UD/UDL Samples & Portfolio – You will bring in a sample of UD/UDL from campus each week. Be prepared to discuss your sample. At the end of the semester, you will compile your samples into a portfolio that will be submitted. More detail about requirements and grading rubric will be provided in class and in the document FINALPROJECTHDI350 on Canvas.
4. Examinations – You will take an examination at the midpoint (midterm exam) and end (final exam) of the course. Examinations will cover course lecture and materials. Students may choose the format for the exam (either multiple choice, short answer type or essay). The final exam is cumulative, covering all course content. Further detail regarding this assignment and grading rubric will be provided in class and in the document EXAMINATIONSHDI350 on Canvas.

**Midterm Grade**
Midterm grades will be posted in myUK by the deadline established in the academic calendar [http://www.uky.edu/Registrar/AcademicCalendar.htm](http://www.uky.edu/Registrar/AcademicCalendar.htm)

**Final Exam Schedule**
Date, Time, Duration and Location: TBA

**Grades**
Student performance in this course will be evaluated based on completion of all assignments and participation. The course requirements and their point value related to the total grade are presented below.

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Number of Points</th>
<th>Percentage % of Course Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reflection 1</td>
<td>20 points</td>
<td>8%</td>
</tr>
<tr>
<td>Reflection 2</td>
<td>20 points</td>
<td>8%</td>
</tr>
<tr>
<td>Reflection 3</td>
<td>20 points</td>
<td>8%</td>
</tr>
<tr>
<td>Participation</td>
<td>20 points</td>
<td>8%</td>
</tr>
<tr>
<td>Weekly Samples</td>
<td>40 points</td>
<td>16%</td>
</tr>
<tr>
<td>Sample Portfolio</td>
<td>50 points</td>
<td>20%</td>
</tr>
<tr>
<td>Midterm</td>
<td>40 points</td>
<td>16%</td>
</tr>
<tr>
<td>Final Exam</td>
<td>40 points</td>
<td>16%</td>
</tr>
<tr>
<td>Total</td>
<td>250 points</td>
<td>100%</td>
</tr>
</tbody>
</table>
Final grades will be determined by totaling received points for each of the assignments above. This will be translated into a letter grade as determined by the ranges for each grade below.

**Undergraduate Students**

- 225 – 250 points = A
- 200 - 224 points = B
- 175 - 199 points = C
- 150 – 174 points = D
- 0 – 149 points = E

**COURSE POLICIES**

**Attendance**
Students are expected to attend class on time and stay for the entire class. Students who arrive late or leave early may be counted as absent. If a student does not attend the first two classes, that student will be dropped from the course. Attendance is mandatory. Completion of all course assignments/activities, including discussion is mandatory.

**Excused Absences**
Acceptable reasons for excused absences/late assignments are listed in Student Rights and Responsibilities (5.2.4.2). According to university guidelines, students are allowed an excused absence for specified reasons. The burden of proof is on the student; sufficient documentation may be required and must be provided within one week of the period of the absence.
Excused Absences: S.R. 5.2.4.2 defines the following as acceptable reasons for excused absences:
1) serious illness;
2) illness or death of family member;
3) University-related trips;
4) major religious holidays (see www.uky.edu/Ombud/ForFaculty_ReligiousHolidays.php);
5) other circumstances you find to be "reasonable cause for nonattendance."
See www.uky.edu/StudentAffairs/Code/part2.html for the University policy on excused absences.

**Excessive Absences**
According to the Rules of the University Senate, those students who miss more than 20% of the class FOR ANY REASON may be dropped by the instructor from the class. This is true even if you are sick and have medical excuses. The rationale for this rule is that people who miss more than 20% are not really
receiving the content of the course.

From the Rules of the University Senate, Part II, 5.2.4.2 Excused Absences: If attendance is required or serves as a criterion for a grade in a course, and if a student has excused absences in excess of one-fifth of the class contact hours for that course, a student shall have the right to petition for a "W," and the faculty member may require the student to petition for a "W" or take an "I" in the course. (US: 2/9/87; RC: 11/20/87)

**Submitting Assignments**
Assignments will be submitted via Canvas.

**Late Assignments**
Late assignments will not be accepted unless arrangements are made with the course instructor. If the student has an excused absence (request for excused absence must be presented within one week of absence) resulting in a late assignment, a reasonable extension to submit the assignment will be determined by the instructor.

**Classroom Decorum**
All cell phones are to be turned off and there is to be no texting during class. Students are expected to treat presenters and each other with respect. The course will be conducted with openness and respect to all individuals' points of view and experience. The activities and discussions will not tolerate discrimination or prejudice toward any person or group's religion, ethnicity, disability, gender, or sexual orientation. All students are expected to conduct themselves in an appropriate and ethical manner during their UK classes and related field placements, as befitting students, and ambassadors for the University of Kentucky.

**Students with Accommodation Needs**
If you have a documented disability that requires academic accommodations, please see me as soon as possible during scheduled office hours. In order to receive accommodations in this course, you must provide me with a Letter of Accommodation from the Disability Resource Center (DRC). The DRC coordinates campus disability services available to students with disabilities. It is located on the corner of Rose Street and Huguelet Drive in the Multidisciplinary Science Building, Suite 407. You can reach them via phone at (859) 257-2754 and via email at drc@uky.edu. Their web address is [http://www.uky.edu/StudentAffairs/DisabilityResourceCenter/](http://www.uky.edu/StudentAffairs/DisabilityResourceCenter/)
Academic Integrity, Cheating and Plagiarism

Students will not cheat or plagiarize, per UK policy. Students are expected to adhere to University policy related to cheating and plagiarism for all courses. The first offense minimum penalty is a zero on the assignment for which the offense occurred. A severe offense will result in more serious penalties, from failure of the course to suspension from the university.

All materials generated for this class (which may include but are not limited to syllabi and in-class materials) are copyrighted. You do not have the right to copy such materials unless the professor expressly grants permission. As commonly defined, plagiarism consists of passing off as one's own the ideas, words, writing, etc., which belong to another. In accordance with this definition, you are committing plagiarism if you copy the work of another person and turn it in as your own, even if you should have permission of that person. Plagiarism is one of the worst academic violations, for the plagiarist destroys trust among others.

Students are advised to review the forms of academic dishonesty as found in the Code of Student Rights and Responsibilities. This is available at www.uky.edu/Ombud. It is not acceptable to plead ignorance in defense of a charge of academic dishonesty. All submitted academic work is expected to be the product of individual expression, research or thought.

Any assignment that is submitted may, in turn, be submitted to an electronic database to check for consistent phrases and narrative content with others' work. Additional resources on plagiarism are available at www.uky.edu/Ombud/Plagiarism.pdf For UK's policy on academic integrity, visit Student Rights and Responsibilities Part II, Section 6.3 www.uky.edu/StudentAffairs/Code/part2.html
**HDI 350 Course Schedule**

We will use this schedule as a general overview of the flow and direction of the course. It includes topics that will be covered each week, readings and due dates for assignments.

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Readings</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Introductions</td>
<td>Snow, K. (2001). People first language Text Chapter 1</td>
</tr>
<tr>
<td></td>
<td>Course Overview</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Introduction to Universal Design</td>
<td></td>
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<tr>
<td></td>
<td>Person Centered Language</td>
<td></td>
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<tr>
<td>2</td>
<td>Social Perspectives &amp; Diversity</td>
<td>Text Chapter 3</td>
</tr>
<tr>
<td></td>
<td>Enhancing our Understanding of Where We Live, Work &amp; Play</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Universal Design History</td>
<td>Text Chapter 2</td>
</tr>
<tr>
<td>4</td>
<td>Legal Underpinnings of Universal Design</td>
<td>ADAAG</td>
</tr>
<tr>
<td></td>
<td>Reflection #1 Due</td>
<td>Text Chapter 9</td>
</tr>
<tr>
<td>5</td>
<td>Universal Design Principles 1 &amp; 2</td>
<td>Handouts</td>
</tr>
<tr>
<td>6</td>
<td>Universal Design Principles 3 &amp; 4</td>
<td>Handouts</td>
</tr>
<tr>
<td>7</td>
<td>Universal Design Principles 5 &amp; 6</td>
<td>Handouts</td>
</tr>
<tr>
<td>8</td>
<td>Universal Design Principle 7</td>
<td>Handouts</td>
</tr>
<tr>
<td></td>
<td>Midterm Exam</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>UD - Applying What we Know on Campus, Public Spaces and Living Spaces Introduction to Accessibility Mapping</td>
<td>Text Chapter 8</td>
</tr>
<tr>
<td>10</td>
<td>Introduction to Universal Design for Learning Learning Styles</td>
<td>Selected Readings</td>
</tr>
<tr>
<td></td>
<td>Reflection #2 Due</td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>Looking at the Student’s Perspective on Universal Design for Learning</td>
<td>Selected Readings</td>
</tr>
<tr>
<td>12</td>
<td>Universal Design for Learning Across the Lifespan</td>
<td>Selected Readings</td>
</tr>
<tr>
<td></td>
<td>Mobile Technology and More in Universal Design</td>
<td>Selected Readings</td>
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</tr>
<tr>
<td>13</td>
<td>Virtual Environments: A Blank Canvas or Another Inaccessible World?</td>
<td>Selected Readings</td>
</tr>
<tr>
<td></td>
<td>Reflection #3 Due</td>
<td>Sample Portfolio Due</td>
</tr>
<tr>
<td>14</td>
<td>The Bottom Line on Universal Design</td>
<td>Text Chapter 13</td>
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<tr>
<td></td>
<td>Taking it on the Road</td>
<td></td>
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<tr>
<td>15</td>
<td></td>
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<tr>
<td>16</td>
<td>Final Exam</td>
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