1. **Universal Design for Learning: Reaching All Learners in the Digital Age**
2. **Instructor available for consultation.**
3. **Course Description**

With the pressures of meeting state standards and raising test scores, how do educators help all students learn in the digital age? Researchers at the Center for Applied Special Technologies (CAST) developed the Universal Design for Learning (UDL) framework to address the challenges of meeting the needs of diverse classrooms by designing a curriculum that addresses learner variability, removes barriers, and provides access to help ALL students learn.

Universal Design for Learning (UDL) is an approach that addresses and redresses the primary barrier to making expert learners of all students: inflexible, one-size-fits-all curricula that raise unintentional barriers to learning. Learners with disabilities are most vulnerable to such barriers, but many students without disabilities also find that curricula are poorly designed to meet their learning needs.

Universal Design for Learning (UDL) helps meet the challenge of diversity by suggesting flexible instructional materials, techniques, and strategies that empower educators to meet these varied needs. When curricula are designed to meet the needs of the broad middle—at the exclusion of those with different abilities, learning styles, backgrounds, and even preferences, they fail to provide all individuals with fair and equal opportunities to learn. A universally designed curriculum is designed from the outset to meet the needs of the greatest number of users, making costly, time-consuming, and after-the-fact changes to curriculum unnecessary (CAST 2009).

This course is designed to assist you in confronting those challenges and exploring the unimaginable opportunities of education for all learners in the digital age.

**Learning Outcomes**

Those participating in the activities, instruction, and discussion in this course will:

1. Understand the framework of Universal Design for Learning (UDL) and its relation to student achievement
2. Identify the components of a Universally Designed lesson and curriculum
3. Locate resources regarding UDL information, materials and technology
4. Learn practical classroom and school-based applications of UDL
5. Customize teaching and learning using new technologies
6. Study the latest brain research on diverse learners
7. Consider new federal and state policies that support the UDL approach
8. Explore new frontiers in the delivery of curricular content

1. **Course Requirements**

Participants must read the book(s) required for the course and complete the class activities and homework assigned by the instructor. Additionally, they must select one of the Learning Extension Project options listed in this syllabus. Projects may not be handed in while a course is in session and must be turned in electronically within two weeks of the last day of class.

**Course participation (50%):**

Participants must read the book(s) required for the course and do the following:

1. **Participation**:  Actively engages in all activities and is respectful, cooperative and supportive to the instructor and other class members.
2. **Class assignments**:  Meeting criteria for each assignment and class experience are used to demonstrate understanding of course concepts.
3. **Attendance**: Class attendance is required. The enforcement of such attendance policy lies with the instructor. Where possible, students should inform their instructors if they plan to be late or absent from class. It is a general practice that faculty members take attendance at every class. Students who must be absent from class should make every attempt to contact their instructor in advance. It is the student’s responsibility to make up missed material or time.

**Learning Extension Project (50%)**

Additionally, students must demonstrate their full understanding of the course through the completion of a Learning Extension Project (LEP). Projects may not be submitted while a course is in session and must be postmarked or submitted within one week of the last day of class.

A detailed participation rubric is provided at the end of the course syllabus.

1. **Educational Themes**

This course promotes:

* Subject matter expertise through the study of Universal Design for Learning.
* Excellence in planning and practice through practical application of the UDL framework at all levels.
* Commitment to all learners through the study the latest brain research on diverse learners.
* Positive effect on student growth through the exploration of new technologies and the barriers within curricula.
* Professionalism, advocacy and leadership through study of government education policies and collaborative professional implementation strategies.

1. **Implementation of the American with Disabilities Act**

The college will make reasonable accommodations for persons with documented disabilities. If you have a disability which may have some impact on your work in this course, please contact your professor.

1. **Required Text**

Meyer, A., Rose, D.H., & Gordon, D. (2013) *Universal Design for Learning: Theory and Practice*, Wakefield MA: National Center on Universal Design for Learning.

* You will be able to access this text by visiting <http://udltheorypractice.cast.org/> and creating a free online account.

1. **Course Outline**

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| --- | --- |
| **Session** | **Topic** |
| **1** | * Essential Question: What is UDL? * Reading Assignment: Willing to Be Disturbed |
| **2** | * Essential Question: What is learner variability? * Reading Assignment: The Future is in the Margins * Toolbox Time # 1 |
| **3** | * Essential Question: What is systemic variability? * Reading Assignment: Jigsaw Reading Assignment (Meyer, Rose, and Gordon) * Toolbox Time # 2 |
| **4** | * Essential Question: What does brain research say about UDL? * Jigsaw Presentations * Toolbox Time # 3 |
| **5** | * Essential Question: How do we teach students in the Net Generation? * 8 Net Generation Norms (Tapscott) * UDL Interactive Activity * Toolbox Time # 4 |
| **6** | * Essential Question: What does UDL look like in action? * UDL Guidelines Activity * Toolbox Time # 5 |
| **7** | * Essential Question: How do you develop a UDL Lesson Plan? * UDL Lesson Plan Assignment * Toolbox Time # 6 |
| **8** | * Essential Question: What is Assistive Technology and how do I use it to help students? * Reading Assignment: Digital Natives, Digital Immigrants (Prensky) * Share UDL Lesson Plans * Assistive Technology Research Assignment |
|
| **9** | * Essential Question: How do we reach all learners? * Review of 3 Goals of the Course * Toolbox Time # 7 |

1. **Summative Assessment**

**Learning Extension Projects (50%):**  Participant will choose one (1) project option from the four listed below.

Chooses appropriate strategies to meet the stated objective(s) of the assignment.

Incorporates course content.

Shows awareness of diverse learner needs.

Discusses application of knowledge to the classroom.

Uses conventions of good academic writing such as format and style.

Submits LEP within grading timeline.

Learning Extension Project – APA format for all writing (Each project has a reference page to list sources for project and/or citations and all references listed must be included in the body of the project)

1. A research/reflective paper (five to six pages) reviewing at least six different pieces of literature in the field that deal with a major focus of the course*.* Reflect upon major concepts of course content and their application in your classroom. Include citations from sources such as, journal articles, books, and internet sources. a) Analyze the research, and then b) formulate your own opinion about implications for educational changes in your classroom and/or school. List references.
2. Create a portfolio of 6 - 8 pieces of evidential material that supports the use of course content in your classroom. Examples include: exemplar student work, projects, assessments or other related material. By definition, a portfolio must include a reflection for each piece; therefore, each piece will be accompanied by a 1 - 2 page reflection. Each reflection needs citations and the project should have 3- 5 references.

1. Presentation plan **-** Design a presentation to share a major course concept(s) with your peers. Examples include a staff development plan, in-service workshop, or faculty meeting presentation. The project must include an outline, a PowerPoint component, handouts, and the teacher guide portion of the presentation incorporating the rationale and citations for the content included. The actual presentation may be videotaped and sent to instructor.
2. Other - to be decided with the instructor, includes 3- 5 citations/references and rationale.

Projects are listed in random order – not in order of complexity. Each project is weighed equally – each is assessed on its own merit and a grade given accordingly. Replication of course materials is not considered a new or unique project.

Students matriculated in the MAED degree program will maintain a portfolio containing all projects. This portfolio may be beneficial when developing a teacher action research design topic.

The instructor is available for consultation and questions in person, by phone or through email.

Remember – each project needs a final reference page, APA style. Please see our website for APA guidelines.

1. **Course Grading Scale**

            There is NO A+

            “A”:     100% - All assignments completed excellently

                        100% Attendance

                        100% Effort – outstanding

                        100% Class participation and involvement

Reasonably complete internalization of skills (in the judgment of instructor)

“A-“     97% of all of the above

“B+”    93% of all of the above

“B”      90% of all of the above

“B-“     87% of all of the above

“C+”    83% of all of the above

“C”      80% of all of the above

“F”       Less then 80% of all of the above.

Unsatisfactory internalization of skills

Project not complete

Learning Extension Project Assessment

Course Title: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Course Number: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Student Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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| --- | --- | --- | --- | --- | --- |
| Place ü in appropriate box | Unacceptable    0 | Foundational    8 | Developing    12 | Proficient    14 | Mastery    16 |
| 1.  Chooses appropriate strategies to meet the stated objectives of the LEP,  including instructor conferences |  |  |  |  |  |
| 2.  Incorporates course content |  |  |  |  |  |
| 3.  Shows awareness of diverse learner needs |  |  |  |  |  |
| 4.  Discusses application of knowledge to the classroom |  |  |  |  |  |
| 5.  Uses conventions of good academic writing such as format and style guidelines |  |  |  |  |  |
| TOTALS: |  |  |  |  |  |

Project Option Chosen: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

FINAL RAW SCORE \_\_\_\_\_\_\_\_\_\_\_

Rubric Grading Scale ~ 80 points total

**Grade           Raw Score**

A  76 - 80

A-                    72 - 75

B+                    68 - 71

B                      66- 67

B-                     64 - 65

C+                    61 - 63

C                      55 - 60

F                     54 or below

LETTER GRADE \_\_\_\_\_\_\_\_\_\_\_

Instructor Signature \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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