EDUC 6324-SEL2
Universal Design for Learning
Summer 2016

Instructor: Shauntā M. Singer Ph.D.
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240. 601.3837; 713.744.6366

Credit Hours: 3

Class Time: Tuesday 5:30 p.m. – 9:50 p.m. (016)

Office Hours: Office hours can be arranged after class as needed. You may also email me whenever you need additional help.

Textbooks:


Course Description

The course focuses on providing educators with the knowledge of Universal Design instruction that ensures the engagement and participation of all students within a high-standard based curriculum. The content of the course will include various means to improve student participation and achievement. The course will also enhance administrators’ understanding of universal design, the rationale for its use, and how to universally design and observe universally designed instruction. Students will be exposed to the principles, application, and implementation of Universal Design for Learning. Students’ understanding of the ‘how to’ of universal design is multifaceted. This includes an understanding of what is most important for students to become expert learners, the critical importance of ensuring that all students have access to high quality instruction, a lens to view the development of instructional goals, materials, methods and assessments that can be used in support instruction for all students and tools to support teachers in using the universally designed framework. The course will provide students with an opportunity to analyze, apply, and evaluate various resources to develop a universally designed classroom to help better meet the needs of all learners, including learners with special needs, English Language as well as gifted and advanced learners.

*Instructor reserves the right to make edits throughout the semester and will notify students immediately of changes.*
Course Objectives

By the end of the course, students will be able to:

1. Describe the concept of least restrictive environment and placement options for educating students with special needs.

2. Explain the concept of universal design for learning (UDL).

3. Explain how classroom applications of UDL principles can support the Response to Intervention (RtI) process.

4. Summarize the purpose of various laws and provisions associated with ensuring that all students have access to the general curriculum.

5. Describe how cultural and linguistic diversity affects success in school.

6. Discuss how cooperative teaching benefits students with and without disabilities.

7. Describe the three basic elements that must be considered when planning Universally Designed Learning environments—academic, physical, and social.

8. Identify and explain the four essential UDL curricular components to be considered in planning and construction accessible academic learning goals, materials, methods, and assessments.

9. Identify effective classroom assessment approaches.

10. Distinguish between formative and summative assessments.

11. Apply the principles of UDL in intervention selection

12. Explain why setting goals and implementing strategies and interventions around a “big idea” is critical to all learners.

13. Describe high- and low-tech applications of general strategic practices.

14. Select strategies to reinforce appropriate behaviors, reduce negative or unproductive behaviors, and teach new behaviors using UDL principles

15. Define and give examples of the terms assistive technology devices and services.

16. Define and discuss elements of reading and written expression. Give examples of how UDL can be applied to each one.

17. Construct a UDL lesson plan for mathematics and show how it can be differentiated for learners who need more challenge or more support.

18. Apply UDL principles in planning science and social studies content area instruction.

19. Identify and critique tools used to observe teachers using UDL and differentiation principles.

20. Identify research supporting and the evidence behind the utilization of differentiation and universally designed practices (how is UDL an evidence based practice or framework?)

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Social Justice Tenets

Selected social justice teachings of the Catholic Church are used to inform the School of Education programs. As educators, the tenets of social justice should play a pivotal role in decision-making strategies in Catholic, private, and public schools of all levels.

Subsidiarity: Educational institutions should be organized and governed as much as possible by the community being served; education should only be controlled at higher levels of society when it cannot be done effectively locally.

Dignity and rights of children: Children possess full human dignity and are bearers of rights which should be recognized and upheld in the educational process.

People have a right to an education: All people have a responsibility, for the good of society, to contribute to and foster education.

While these three keystones of social justice teachings are present throughout the coursework, they are specifically addressed through scenarios, case studies, and role playing activities at the undergraduate and graduate levels.

Course Requirements, Expectations, & Evaluation Process

Students will be evaluated by means of class attendance and professional participation, in-class assignments, weekly outside the classroom assignments (IRIS module completion, VoiceThread submission, Livebinder resource, and self-reflection), and a final project, according to the percentage of grade listed below.

- **Class attendance and participation (20%)**: Students are expected to attend every class; Participation in cooperative group assignments, in class discussions, small group activities and online assignments are mandatory and will count towards your grade. Participation also includes reviewing Blackboard announcements, posting on discussion board as assigned, completing online assignments, and reviewing supplemental readings at the Course Documents and Links on Blackboard at [http://www.sothom.edu](http://www.sothom.edu) or the LiveBinder at [www.livebinders.com](http://www.livebinders.com), (access code PSEL2)

- **Weekly Assignment (40%)**: After each class, an assignment will be required to enhance your understanding of Universally Design Learning (UDL). Each project will be discussed at the end of the week of class. Additional research and application of knowledge will be required.

- **Professional Development Activity or Lesson Plan (20%)**

  Teachers: LESSON: Using UDL Exchange ([http://udlexchange.cast.org/home](http://udlexchange.cast.org/home)) create a lesson plan applying your knowledge of the UDL framework. You must specifically address how you will provide multiple means of representation, action and expression, and engagement in your lesson using the resources discussed in this course. After you create this product, use the reflection section to discuss the implementation of your lesson. Rubric will be provided.

  Administrators: STAFF DEVELOPMENT: Identify objectives for planning a staff development designed to introduce the UDL framework. Using UDL Exchange ([http://udlexchange.cast.org/home](http://udlexchange.cast.org/home)) plan your staff development. Identify resources that you will utilize during your staff development. You must specifically address how you will model multiple means of representation, action and expression, and engagement in your presentation. After you create this product, use the reflection section to discuss the implementation of your professional development.

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Note: Please be sure to provide all materials/resource sheets indicated in your plan or professional development. For example, if you use Book Builder to create a tiered reading to provide multiple means of representation, be prepared to show your book. If you create a project menu to offer students multiple means of action and expression, be prepared to share the menu. If you engage your staff with a form of multimedia, be prepared to link to that item and describe your intended use.

- **E-portfolios (5%)** E-portfolios provide a means for scholars and others to assess scholar growth over time. They are a collection of student work that demonstrate effort, achievement, or improvement. **PSEL scholars should select one course artifact from each PSEL course to include in their individual e-portfolios.** These artifacts can be audio, video, graphic or text based. For example, a scholar could decide to include a course assignment in his or her portfolio that reflects significant learning/growth. For each course artifact, the PSEL scholar should write at least a paragraph on how the artifact reflects the scholar’s growth. This self-reflection is a key part of the e-portfolio. Five percent of your course grade will depend on the successful submission of an artifact and reflection on the artifact into the student’s e-portfolio. Grading of this ‘assignment’ will be based on the submission of the requested artifact and reflective paragraph by the last class date of the course.

- **Final Project Product (15%)** Upon completion of the class you will familiar with several ideas, resources, teaching practices, and mindsets as it relates to Universal Design for Learning (UDL). For this project, you will chose one of these areas and a product to demonstrate your thorough understanding. Products can include a paper, a project, collage, a speech, anything you feel represents what you have learned. Products should be approved by week 2 of class. In addition to this product you should create a rubric for assessing this product. You will rate yourself and I will then rate you as well. Examples will be provided throughout the class.

<table>
<thead>
<tr>
<th>Activity</th>
<th>Objectives/Outcomes Assessed</th>
<th>State Standards</th>
<th>Percentage of Final Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class Attendance, Participation, and Individual/Group Activities, Weekly Reflections</td>
<td>2, 3, 8, 9, 1,3, 14, 16-20</td>
<td>ACC3K1, ACC3S3</td>
<td>10%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>CEC 1, 2, 3, 4, 6</td>
<td></td>
</tr>
<tr>
<td>In Class Activities: To be handed in</td>
<td>1-21</td>
<td>ACC3K1, ACC3S3</td>
<td>10%</td>
</tr>
<tr>
<td>Weekly Assignments</td>
<td>2, 3, 8, 9, 13, 14, 16-20</td>
<td>ACC3K1, ACC3S3</td>
<td>40% (10% each)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>CEC 1, 2, 3, 4, 6</td>
<td></td>
</tr>
<tr>
<td>Professional Development Activity/Lesson Plan</td>
<td>2, 3, 6, 7, 10, 15</td>
<td>ACC3K1, ACC3S3</td>
<td>15%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>CEC 1, 2, 3, 4, 6</td>
<td></td>
</tr>
<tr>
<td>E-Portolio</td>
<td></td>
<td>ACC3K1, ACC3S3</td>
<td>5%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>CEC 1, 2, 3, 4, 6</td>
<td></td>
</tr>
<tr>
<td>Final Project</td>
<td>1-21</td>
<td>ACC1K1, ACC2K6,</td>
<td>20%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>SA2K1, SA2K2, SA2K3, ACC3K1, ACC3S3</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>CEC 1, 2, 3, 4, 6</td>
<td></td>
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</tbody>
</table>

- **Late Assignments:** Assignments are due at the beginning of each class. A hard copy of the assignment must be given to the instructor or an electronic copy must be emailed prior to the start of class.

**Classroom Etiquette (Discussions and Technology)**

Students are encouraged to ask questions. *Computers should be brought to each class. All students using computers are expected to keep their computers focused on course materials. Students are encouraged to use their devices to take notes, access materials, and engage in class discussions.*

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laptops for note taking or other course-related purposes. Courtesy demands that you do not use the technology to check e-mail, send messages, play online games, text your friends, or for other purposes during class. Cell phones, pagers, and personal digital assistants should be turned to silent mode or turned off and put away prior to the beginning of class.

**Classroom Accommodations for Students with Disabilities**

If you are a student with a documented disability who requires an academic adjustment, auxiliary aid or other similar accommodations, please contact Counseling & Disability Services, Tiffany Devereux, Coordinator at 713.525.2169 or 6953 or via email at deveret@stthom.edu. Feel free to approach me so that I may assist you in contacting the appropriate resources.

**Evaluation Process**

**Grading Scale (Based on 100 point scale)**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Grade Points</th>
<th>Numeric Range Set by Instructor</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>4.0</td>
<td>95-100</td>
</tr>
<tr>
<td>A-</td>
<td>3.7</td>
<td>90-94</td>
</tr>
<tr>
<td>B+</td>
<td>3.3</td>
<td>88-89</td>
</tr>
<tr>
<td>B</td>
<td>3.0</td>
<td>83-87</td>
</tr>
<tr>
<td>B-</td>
<td>2.7</td>
<td>80-82</td>
</tr>
<tr>
<td>C+</td>
<td>2.3</td>
<td>78-79</td>
</tr>
<tr>
<td>C</td>
<td>2.0</td>
<td>73-77</td>
</tr>
<tr>
<td>C-</td>
<td>1.7</td>
<td>70-72</td>
</tr>
<tr>
<td>D+</td>
<td>1.3</td>
<td>68-69</td>
</tr>
<tr>
<td>D</td>
<td>1.0</td>
<td>63-67</td>
</tr>
<tr>
<td>F</td>
<td>0.0</td>
<td>Below 67</td>
</tr>
</tbody>
</table>

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### Class Schedule

<table>
<thead>
<tr>
<th>Session</th>
<th>Topics</th>
<th>Readings/Assignments</th>
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</thead>
</table>
| #1 5/31/16 | Course Overview  
Introductions  
Access to the General Curriculum (AGC)  
Accommodations & Modifications  
Continuum of services (Least Restrictive Environment, LRE)  
Introduction to UDL (what, why and how)  
Learner Variability/Brain Networks  
UDL-Guidelines and Checkpoints - Engagement  
UDL in Policy  
Exploration of resource | Readings:  
In class activities |
| Week 1 | Activity 1: Pre Survey (due by Friday of week 1) | |
| #2 6/7/16 | UDL-Guidelines and Checkpoints - Representation  
Next Generation Learners  
Expert Learning  
The Growth Mindset  
Key elements of UDL: Goals, Materials, Methods and Assessments  
UDL in the content areas (Math, Reading, Writing, History, & Science) | Readings:  
Text chapter 1  
Chapter 1, 2, 3 (Gargiulo & Metcalf)  
Meyer, Rose & Gordon (2013)  
Chapter 2: Expert Learning  
Chapter 9, 14, or 15 (Gargiulo & Metcalf)  
Hall, Meyer, & Rose (2012)  
Chapters 3, 4, 5, 6, or 7 |
| Week 2 | Activity 2: UDL Module (due by Friday of week 2) | http://bit.ly/PSEL2_UDL |
| #3 6/14/16 | Learners with High Incidence Disabilities  
UDL Guidelines and Checkpoint - Action & Expression  
UDL and Culture  
UDL and Planning (book will be provided) | Readings:  
Chapter 4, 5, 6, 9 (Gargiulo & Metcalf)  
| Week 3 | Activity 3: Live Binder Resource (due by Friday of week 3) | |
| #4 6/21/16 | UDL Planning continued  
UDL & Assessment  
Measuring UDL  
Using Technology to Provide Options | Readings:  
Chapter 8, 10, 11, 12, 13 (Gargiulo & Metcalf)  
Basham & Gardner (2010)  
Measuring UDL |
| Week 4 | Activity 4: Post Survey (due by Friday of week 4) | |
| #5 6/28/16 | Brining it All together- Final Projects | |

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