



**ED 500**

**Universal Design for Learning**

**Course Format:** Online

**Grade Type:** Pass/Fail ( Grade B equivalent,  $\geq 80\%$  mandatory for Pass)

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**Catalog Description:** Graduate topics in education. Each has a subtitle; no subtitle may be repeated for credit. Counts for M.Ed. credit with approval of Program Director.

**Additional Course Description:**

This workshop is intended as an introduction to Universal Design for Learning (UDL). UDL is a, “set of principles for curriculum development that give all individuals equal opportunities to learn” (CAST, 2012). Students will explore the advantages of designing curriculum with UDL, as well as a variety of technology tools that support its implementation. Over the course of the workshop, students will work with an existing lesson plan to address the three principles of UDL, successfully integrate technology, and better meet the needs of students in their classrooms.

**Required Text(s) and Other Materials:** None.

**Course Objectives:**

- Discuss the origin of UDL and its adaptation to a set of principles for education.
- Explore the potential of UDL to positively impact the modern classroom.
- Identify technologies to address each of the three principles of UDL.
- Adapt an existing lesson plan to meet the principles of UDL and technology integration.
- Reflect on the UDL model and its application.

**STUDENT LEARNING OUTCOMES (SLOs):**

This course addresses the following student learning outcomes to the degree shown in the table. Degree Addressed is rated according to the following scale:

1=Basic, 2=Developing, 3=Proficient, 4=Advanced

<b>Student Learning Outcome</b>	<b>Degree Addressed</b>
1. Demonstrate growth in content knowledge related to teaching assignment and the application of content knowledge to classroom instruction and assessment.	3
2. Understand scientifically-based practices in teaching and learning, including strategies in literacy education, instructional technology, differentiation of instruction, and apply them to raise student achievement.	2

3. Demonstrate multiple means of assessing and evaluating student learning and use them to change teaching and learning.	2
4. Locate, interpret, synthesize, and apply educational research in best practices in teaching.	2
5. Understand models for professional change, including teacher collaboration, professional learning communities, strategies for mentoring and coaching to facilitate change, and effective professional development.	1
6. Demonstrate understanding of reflective practice that results in improved classroom teaching and learning, including teacher reflection, use of technology in self-assessment, collaboration for change, and self-management of change.	2
7. Demonstrate understanding of system and organizational change in education, including models for school change and current research and trends in school change.	1
8. Demonstrate responsibility for student learning at high levels.	3
9. Demonstrate responsibility for school reform and leadership in school change.	1

### Course Requirements:

<b>Topic</b>	<b>Learning Activities (Read &amp; Watch)</b>	<b>Discussion (Post &amp; Reply)</b>	<b>Assignment(s) (Research &amp; Apply)</b>	<b>Hours</b>
Topic 1: Origins and Definitions of Universal Design for Learning	Origins of UDL <i>UDL at a Glance</i> ULD Self-Check (3 hours)	UDL Self-Check Reflection  (3 hours)	Lesson Plan Selection and Reflection  (5 hours)	11
Topic 2: Principle 1 - The Recognition Network	Providing multiple means of representation  Technology Tools (3 hours)	Technology and the Recognition Network  (3 hours)	Adapted Lesson Plan and Explanation  (5 hours)	11
Topic 3: Principle 2 - The Strategic Network	Providing multiple means of action and expressions  Technology Tools (3 hours)	Technology and the Strategic Network  (3 hours)	Adapted Lesson Plan and Explanation  (5 hours)	11
Topic 4: Principle 3 - The Affective Network	Providing multiple means of engagement  Technology Tools (3 hours)	Technology and the Affective Network  (3 hours)	Adapted Lesson Plan and Explanation  Reflection (6 hours)	12

<b>Total</b>	<b>45</b>
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**Grading:**

Grading Breakdown:

Discussion (4 @ 10 pts/each)	<b>40 points</b>
Lesson Plan Selection	<b>15 points</b>
Adapted Lesson Plan (3 parts @ 15pts/each)	<b>45 points</b>
Reflection	<b>25 points</b>
Total	<b>135 points</b>

Grading Scale:

108-135 pts	Satisfactory
<108 pts	Unsatisfactory

**Rubrics:**

Discussions (10 points/each):

<b>Criteria</b>	<b>Emerging</b>	<b>Competent</b>	<b>Proficient</b>
Initial Post (5 pts)	Initial post fails to address all of the required prompts.  0-2 points	Initial post addresses all of the required prompts.  Application of course content is sufficient.  3-4 points	Initial post clearly and fully addresses all of the required prompts.  Demonstrates thoughtful application of course content.  5 points
Responses (5 pts)	Responses to classmates are missing or insufficient.  0-2 points	Responses to classmates are sufficient.  3-4 point	Responses to classmates seek to further the discussion in meaningful ways.  5 points

Lesson Plan Selection and Reflection (15 points):

<b>Criteria</b>	<b>Emerging</b>	<b>Competent</b>	<b>Proficient</b>
Lesson Outline (10 pts)	Lesson fails to fully outline all necessary components and materials.  0-5 points	Includes all necessary lesson components and materials.  6-8 points	Clearly outlines all necessary lesson components and materials in a recognizable plan format.  Lesson is suitable for adapting to the principle of UDL.  9-10 points
Lesson Reflection (5 points)	Fails to adequately address the required prompts.  0-2 points	Generally addresses the required prompts, but may be lacking in detail or clarity.  3-4 points	Thoughtfully and clearly addresses all required prompts.  5 points

Adapted Lesson Plan (15 points/each):

<b>Criteria</b>	<b>Emerging</b>	<b>Competent</b>	<b>Proficient</b>
Adaptations (10 pts)	Adaptations are not clearly indicated or tied to the focus Network, and/or  No technology tools were included  0-5 points	Adaptations are indicated in a new color.  Changes generally address the focus Network.  At least one technology tool was included in the lesson  6-8 points	Adaptations are indicated in the required color.  All changes clearly address the focus Network.  Thoughtfully incorporates at least one technology tool  9-10 points
Reflection (5 pts)	Fails to adequately address the required prompts.  0-2 points	Generally addresses the required prompts, but may be lacking in detail or clarity.  3-4 points	Thoughtfully and clearly addresses all required prompts.  5 points

## Reflection (25 points)

Criteria	Emerging	Competent	Proficient
Organization & Formatting (10 pts)	Questions are just randomly placed with no logical order.  3 or more errors in formatting  0-5 points	Reflection is smooth and placed in order.  1-2 errors  6-8 points	Logical progression of the theme throughout delivering a seamless response to all criteria.  No errors  9-10 points
Question Responses (15 pts)	Minimal response to question criteria.  0-7 points	Criteria covered.  8-12 points	Descriptive detail justifying the response to all questions.  13-15 points

**Incomplete Grades:** Incomplete Grades will be handled according to the University Catalog. If an incomplete grade is issued, the student, instructor, and Associate Dean will develop an agreement for the terms of the incomplete and sign it.

**Student Conduct:** Students are required to follow the policies set within the Student Code of Conduct at CSU-Pueblo. This Code can be found on the Student Affairs website at <https://www.csupueblo.edu/student-affairs/student-conduct/index.html>. Students with questions regarding any guidelines within the Code should contact the Director of Student Conduct and Case Management at 719-549-2092.

### Accommodations:

Colorado State University-Pueblo abides by the Americans with Disabilities Act and Section 504 of the Rehabilitation Act of 1973, which stipulates that no student shall be denied the benefits of an education "solely by reason of a handicap." If you have a documented disability that may impact your work in this class and for which you may require accommodations, please see the Disability Resource & Support Center as soon as possible to arrange accommodations. In order to receive accommodations, you must be registered with and provide documentation of your disability to the Disability Resource & Support Center, which is located in the Library and Academic Resources Center, Suite 169.

### Academic Dishonesty:

Academic dishonesty is any form of cheating which results in students giving or receiving unauthorized assistance in an academic exercise or receiving credit for work which is not their own. In cases of academic dishonesty, the instructor will inform the chair of the department prior to implementation of punitive action. Academic dishonesty is grounds for disciplinary action by both the instructor and the

Dean of Student Services and Enrollment Management. Any student judged to have engaged in academic dishonesty may receive a failing grade for the work in question, a failing grade for the course, or any other lesser penalty which the instructor finds appropriate. To dispute an accusation of academic dishonesty, the student should first consult with the instructor. If the dispute remains unresolved, the student may then state his or her case to the department chair (or the dean if the department chair is the instructor of the course).

Academic dishonesty is a behavioral issue, not an issue of academic performance. As such, it is considered an act of misconduct and is also subject to the University disciplinary process as defined in the CSU-Pueblo Student Code of Conduct Policies and Procedures Manual. Whether or not punitive action has been implemented by the faculty, a report of the infraction should be submitted to the Dean of Student Services and Enrollment Management who may initiate additional disciplinary action. A student may appeal a grade through the Academic Appeals Board. The Dean of Student Services and Enrollment Management's decision may be appealed through the process outlined in the Student Code of Conduct Policies and Procedures Manual.

**Mandatory Reporting:**

Colorado State University-Pueblo is committed to maintaining respectful, safe, and nonthreatening educational, working, and living environments. As part of this commitment, and in order to comply with federal law, the University has adopted a Policy on Discrimination, Protected Class Harassment, Sexual Misconduct, Intimate Partner Violence, Stalking, & Retaliation. You can find information regarding this policy, how to report violations of this policy, and resources available to you, on the Office of Institutional Equity's website ([www.csupueblo.edu/institutional-equity](http://www.csupueblo.edu/institutional-equity)).