EDSP 505

Universal Design for Learning (UDL): Curriculum for All Learners

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Number of Professional Development Graduate Credits: 1

Course Location: This is an online course using the Idaho Training Clearinghouse Learning Management System (LMS) at the Center on Disabilities and Human Development at the University of Idaho. There are no face-to-face classes. The web link for the LMS is: http://www.idahotc.com/lms

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Course Description

**Session 1:** What is Universal Design for Learning (UDL)
This session will define UDL and why it is important. Participants will learn about the historical and neurological basis for UDL and how to apply the three UDL principles: 1) multiple means of engagement, 2) multiple means of representation, and 3) multiple means of action and expression.

**Session 2: Variability and the Expert Learner**
This session will focus on understanding learner variability and the expert learner. Participants will learn how to apply UDL to support learner with severe support needs and how to evaluate teaching and generate way to fix the curriculum.

**Session 3: Engagement, Representation, and Action/Expression**
This session will discuss what motivates and supports engagement and persistence in learners. It will also address how to make information accessible and comprehensible for students. Finally, the session will help participants understand how to support student expression and interaction.

**University of Idaho Learning Outcomes**

1. **Learn and integrate**
   Through independent learning and collaborative study, attain, use, and develop knowledge in the arts, humanities, sciences, and social sciences, with disciplinary specialization and the ability to integrate information across disciplines.

2. **Think and create**
   Use multiple thinking strategies to examine real-world issues, explore creative avenues of expression, solve problems, and make consequential decisions.

3. **Communicate**
   Acquire, articulate, create and convey intended meaning using verbal and non-verbal methods of communication that demonstrate respect and understanding in a complex society.

4. **Clarify purpose and perspective**
   Explore one’s life purpose and meaning through transformational experiences that foster an understanding of self, relationships, and diverse global perspectives.

5. **Practice citizenship**
   Apply principles of ethical leadership, collaborative engagement, socially responsible behavior, respect for diversity in an interdependent world, and a service-oriented commitment to advance and sustain local and global communities.
Specific Course Objectives Related to Above Learning Outcomes:
At the conclusion of this course, participants will:

- Define the three principles of the UDL framework
- Apply the three UDL principles
- Discuss the idea of learner variability and the expert learner
- Apply UDL to supporting learners with severe support needs
- Identify the context for UDL and learners with severe support needs
- Describe what motivates and supports engagement in learners
- Understand how to make information accessible and comprehensible
- Create a plan for supporting strategic and goal-directed learning

Graduate Credit Course Requirements

1. Participation: Participants are required to log into/attend the full period (2 hours) of all webinars in this series.
2. Quizzes: All quizzes must be submitted through the Idaho Training Clearinghouse LMS. [http://www.idahotc.com/lms](http://www.idahotc.com/lms)
3. Survey: Participants are required to complete a course satisfaction survey.
4. Final assignment: A written assignment (requirements listed below) must be submitted through the Idaho Training Clearinghouse LMS.

*Note: There are no outside readings or materials required for this course. Handouts for each webinar session are located in the course site at the Idaho Training Clearinghouse LMS.*

Quizzes

All quizzes must be completed on the Idaho Training Clearinghouse Learning Management System on the date(s) specified in the course site. Students must earn an 80% score on each quiz to pass the course. Quizzes can be retaken until passed.

Quiz 1 (20 points)
Quiz 2 (20 points)
Quiz 3 (20 points)

Final Assignment

Final Assignment (10 points)

For your final assignment you will answer the question “How do we best support all learners using UDL?” by completing a project that integrates what you’ve learned with your personal experiences. Complete the project by writing a four-part analysis of a learning experience (i.e., any learning event or environment). For example, you could analyze a specific lesson you
taught, a classroom you visited, a community activity you were part of, or a home-based routine.

1. **FIRST**: Using the UDL framework, describe the learning experience or event you have observed. Submit with your description an analysis that identifies what parts of the UDL framework were evident. Be detailed and specific by connecting what you taught or saw to specific checkpoints. Use the following resource to support your analysis:
   CAST, (2011). UDL guidelines version 2.0 in full-text format
   CAST, (2011). The UDL guidelines: Designing curriculum that works for all
   http://www.udlcenter.org/resource_library/videos/udlcenter/guidelines#video1

2. **SECOND**: Identify the learning barriers that remain the learning experience. Regardless how successful the experience was, there are always ways in which it can be improved. In this section of your project, identify the barriers to learning that remain in the experience you taught or observed. Be sure to discuss the spectrum of support needs (i.e., the characteristics of all the learners involved) and the barriers the students may have faced in the lesson. Use the following resources to support your analysis:
   CAST (2011). What does it mean to say the curricula are disabled?
   http://www.udlcenter.org/aboutudl/udlcurriculum/disabledcurricula
   CAST (2011). How does UDL address curricular disabilities?
   http://www.udlcenter.org/aboutudl/udlcurriculum/addressdisabledcurricula

3. **THIRD**: Suggest three ways to maximize engagement and learning in the lesson for all. Now that you've identified the barriers, think about the evidence-based strategies that you learned about in the webinar. Identify three ways in which you can minimize the barriers and maximize learning for all. Connect these strategies to UDL checkpoints. Give specific and detailed descriptions of how you would implement UDL strategies and supports.
   CAST (2011). Implementing UDL: The payoff
   CAST (2011). UDL Guidelines: Examples and Resources
   http://www.udlcenter.org/implementation/examples

4. **FOURTH**: Conclude your project by reflecting on how you can use UDL to be "smart from the start" to support learners with special needs and how this will improve learning for all. Discuss how the way you will maximize learning will improve outcomes for individual students with special needs AND those who do not.

   Also, reflect on how can you design learning environments that are meet the needs of all learners from the onset, instead of making after-the-fact changes? How will you use UDL in the future?
Assessment: Three categories will be used to assess your work: (a) content, (b) coherence & organization, and (c) depth of reflection. In the spirit of UDL you can use any format or technology to show what you know (e.g. paper, video recording, PowerPoint with audio, Prezi, etc.)

Grading Policy
This is a Pass/Fail course.

1. Participants must earn an 80% score on each quiz to pass the course. Quizzes can be retaken until passed.
2. Credit participants must also earn an 80% (8/10 points) on the final written assignment to pass the course.
3. Participants must complete the online course satisfaction survey.

Academic Integrity
The University of Idaho has as one of its core values the ideal of academic honesty and integrity. University of Idaho students live and work in a collegiate community which emphasizes their responsibility for helping to determine and enforce appropriately high standards of academic conduct. The faculty of the University of Idaho expects all students to adhere to the highest standards of academic honesty, and to refrain from any action which infringes upon academic freedom of other members of the academic community. Please refer to the University of Idaho - Student Code of Conduct Article II-Academic Honesty.

Condensed Policy of Nondiscrimination
The University of Idaho has a policy of nondiscrimination on the basis of race, color, religion, national origin, sex, age, sexual orientation, disability, or status as a Vietnam era veteran. This policy applies to all programs, services, and facilities, and includes, but is not limited to, applications, admissions, access to programs and services, and employment. Such discrimination is prohibited by titles VI and VII of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Sections 503 and 504 of the Rehabilitation Act of 1973, the Vietnam Era Veterans’ Readjustment Assistance Act of 1974, the Age Discrimination Act of 1975, the Pregnancy Act of 1978, the Age Discrimination in Employment Act Amendments of 1978, the Americans With Disabilities Act of 1990, the Civil Rights Act of 1991, the Rehabilitation Act Reauthorization of 1992, and other state and federal laws and regulations.

Sexual harassment violates state and federal law and policies of the Board of Regents, and is expressly prohibited, see Faculty Staff Handbook: 3220. Retaliation for bringing forward a complaint is prohibited, see 3810.

Questions or concerns about the content and application of these laws, regulations or University policy may be directed to the Director, Human Rights Access and Inclusion (885-4285); Coordinator of Disabled Student Services (885-6307); Idaho Commission on Human Rights (208-334-2873); Regional Office for Civil Rights, U.S. Department of Education in Seattle...
Equal Employment Opportunity Commission, Seattle District Office (206-220-6883); or Seattle Regional Office of Federal Contract Compliance Programs, U.S. Department of Labor (206-398-8000). Complaints about discrimination or harassment should be brought to the attention of the Human Rights Compliance Office (885-4285 or hrai@uidaho.edu).