EDSP 411: Universal Design for Learning
Fall 2015 Thursday 1:15-4:00

Room 1101 Arch **Architecture (#145)**

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Course Overview
Universal Design for Learning (UDL) offers a framework for educators to design instructional methods, materials, activities, and assessments to meet the needs of diverse learners in general education classrooms and in the community. UDL allows educators to address the curriculum and content standards by including alternatives that allow learners with different backgrounds, abilities, and needs to participate and succeed in educational settings. This course provides an overview of UDL principles that can be incorporated into developing and delivering instruction from infancy through college for individuals with disabilities. This course also provides a foundation for integrating technology and assistive technology into the UDL framework for all students.

Course Objectives and Alignment with [Council for Exceptional Children](#) (CEC) Initial Preparation Standards (2012)

1. Candidates will describe and apply the concepts of Universal Design of Learning (UDL) to all learners including students with disabilities, students who are English Language Learners, and students who are at-risk of academic achievement (CEC Standard 1).

2. Candidates will describe federal and state legislation that impact the provision of UDL instruction to students (CEC Standard 8). In addition, candidates will demonstrate knowledge of the [Maryland Teacher Technology Standards](#) (MTTS #1-7).

3. Candidates will demonstrate how to develop individual student learning profiles for themselves and for students with diverse abilities and needs in the public schools (CEC 4; [Maryland Teacher Technology Standards](#) (MTTS #1-7).

4. Candidates will identify resources for incorporating UDL in planning, creating, and adapting instruction for students with diverse abilities and needs in learning environments (CEC Standard 5)

5. Candidates will access and use the Maryland College and Career-Ready Standards in planning instruction, in preparing for state assessments (PARCC), and in providing [reasonable accommodations](#) to students with disabilities, 504 Plans, or English Language Learners (CEC Standard 3, 4).

6. Candidates will identify resources for integrating assistive technology to enhance communication skills and accommodations in the general education classroom for students with disabilities. In addition, they will incorporate technology in managing learning environments (CEC Standard 5, 7).

7. Candidates will develop and demonstrate professional skills and competencies in Interpersonal Competence, Work and Task Management, Analytic/Reasoning, and Professional Conduct (UM College of Education Conceptual Framework, 3-31-11, Competencies for Candidate Commitments) (CEC Standard 6, 7).

Required Readings and Online Materials

1. Selected Chapters from:

Gargiulo, R.M., & Metcalf, D. (2013). *Teaching in today's inclusive classrooms: A universal design for learning approach (2nd ed.)*. Belmont, CA: Wadsworth Cengage Learning. ISBN13: 978-1-111-83797-6

Option 1: Purchase the following selected eChapters from this book ($5.49 each) and Chapter 1 is free. Go to>
http://www.cengagebrain.com/shop/en/US/storefront/US?cmd=CLHeaderSearch&fieldValue=978-1-111-83797-6

Free Table of Contents **with Other Purchase**:
Free
eChapter 1:Teaching in Today's Inclusive Classrooms: Your Journey Begins*

Required Chapters for Class
eChapter 2:   Introducing Universal Design for Learning*
eChapter 8:   Designing Learning that Works for All Students*
eChapter 10: Selecting Instructional Strategies for Teaching All Learners*
eChapter 12: Assistive Technologies and Innovative Learning Tools*

Option 2: Purchase the eBook version for @$50 at Cengage or rent for $38 (from UBS)

Option 3: Purchase or rent hardcover, new or used OK for @1/3 more

2. SmartBrief on EdTech. Sign up for this *free* newsletter at https://www.smartbrief.com/edtech/index.jsp

Canvas (ELMS) Online Learning Environment https://elms.umd.edu

1. Login with your UMD directory ID and password
2. Go to **My Courses** (EDSP 411)
3. Go to **Settings**: Select how you will receive announcements, assignment reminders, and email from the instructor. For example, if you have a Facebook account, you can install the Canvas app and receive course notifications (you determine which type of notifications you want, how often they are sent)

Use the *left side* to navigate the following:
4. **Syllabus**
5. **Modules**: All handouts, additional readings as PDFs, websites to explore, and Power Points that I used in class are posted under Modules for each week/topic**.** Print or download what you need as paper copies will **not** be handed out in class. Students are encouraged to use laptops or tablets to take notes and organize class materials.
6. **Collaboration:** Each student will be responsible for using Googledocs under Collaborations.
7. **Grades:** Check your points periodically under**.**

Class format. This is a blended course meaning that some sessions will be face-to-face (f2f) in the traditional classroom and other sessions will be completed online outside of the classroom. On the first day of class you will identify how you manage your time

- For f2f sessions, plan to spend three hours in the classroom and 3 hours per week for readings and assignment (**6 hours** per week).
- The online sessions completed outside of the classroom will require at least **5-6 hours** of your time to read the required course material and to complete the online modules. You will need a computer with Internet access and one or more Web browsers. Please have current versions of the Java, flash, ITunes and QuickTime Player plug-ins in order to interact with the course content on Canvas.

Class Participation and In-Class Activities. It is not possible to make up points for quizzes or in-class group activities unless you have **excused absence** under the UM **Religious Observances**/Illness Policy (*see UM Policies at end of syllabus*). Students are encouraged to use technology to access readings and websites during class; organize your electronic files by course topics. However, using technology for other activities during class is disruptive and requires a substantial investment in multitasking - you will be asked to turn off the device if it hinders your class participation or if it is distracting to your classmates. The in-class activities will be used to develop one of your assignments – MTTS.

High expectations. I assume each student in class is an adult learner and wants to learn the content to become an effective teacher. Throughout the semester we try out different strategies to learn class material, to make presentations, and to explore technology integration and instructional practices. Consider what works for you as a student in terms of UDL and what principles and practices you would like to use during your teacher preparation program. Other tips for this class.

- Arrive to class on time with materials
- Turn off your cell phone
- Do not use class time to check social networking websites, reply to texts, read email, or other off-task, online behaviors – I will ask you not to use your electronic device if this is an issue
- Be professional when writing emails
- Take advantage of the instructor's office hours and email me with questions (**not** your peers). PLEASE, **DO NOT do this before class starts when I am setting up or at break time.**

Assignments

Submit Assignments: through Canvas by the required due date/time. Ensure the safety of your work by making regular backups in multiple places. Drop Box or Google docs are free and can be accessed from *any* device

Name Assignments: when submitting your assignment in docx, prezi, pptx or please use your last name followed by the name of the assignment **(e.g., finkstudyguide1) and/**or submit the link.

NO Late Work: accepted without the Instructor's Permission **prior** to the due date - *no exceptions* unless you have excused absence from a medical person or for UM Religious Observances. Specific assignment dates allow you to complete course activities in a timely manner and for the instructor to monitor your progress in the course. After the due date/time has passed for an assignment, you will no longer be able to submit it through Canvas. **Do not** wait until the last minute to submit in case you have difficulty with Internet connections or Canvas.

Points Awarded: are based on content, neatness, organization, and APA style – to receive all possible points, assignments must be exemplary. **Rubrics** provide you with a strategy to self-monitor your assignment. Use the rubric for the assignment on Canvas to organize and check your assignment before it is due.

Spell check and grammar check before submitting assignments – this is part of the professional behavior you will need as a teacher. I deduct 5 Points from an assignment if I correct spelling or grammar. Use **Verdana or Tahoma #12** as the Font, use APA style 6th edition when appropriate, and check the scoring rubric before submitting the assignment. Monitor your grades throughout the course on Canvas.

Course Schedule (<mark>highlighted means distance</mark>)

Date Module#	Topics Required Readings and Activities	Assignment(s) Due Today Submit by 1:15 Modules Submit by 4:00
9-3	Overview of Course- course organizer **In-Class Activity 1: Effective Strategies** GPS effective teaching and learning *Time Management, Grading, Expectations* Page 1: My Learner Profile SG1 - Strategies outline and notes Sign up for "Learn to", review activity	*Activity 1 (A1)* *Work on My Transition/Learner Profile*
9-10 3PM lab 0306Ben	**Educating Children and Youth Ages 0-21 eChapter 1: Teaching in Today's Inclusive Classroom: Your Journey Begins** "Be a Bat" reading Review the MD IEP –scavenger hunt/case study Preview Module 1	Study Guide 1 (SG1)
<mark>9-17</mark>	**Module 1 Blooms and Learner Profiles**	<mark>Module 1 (M1)</mark>
9-24	**Review MD Teacher Technology Standards** Review of My Learner Profile Universal Access on Devices – In-Class Activity	**Bloom's Quiz** **Bring Draft of My Learner Profile** **Activity 2 (A2)**
10-1 3PM lab 0306Ben	**Universal Design for Learning eChapter 2: Introducing UDL** **Read 6 Ways to Engage Every Learner Using UDL** http://thejournal.com/articles/2014/12/03/6-ways-to-engage-every-learner-using-udl.aspx In-Class Activity: Whiteboards	Study Guide 2 (SG2) *Activity 3 (A3)*
10-8	**Educational Reform and CCSS** **MD Teacher Technology Standards Standard #3 Ethics Safety** In-Class Activity Group Mind Map for Collaboration Project **ELMS collaboration - wikis** **Review for Midterm test**	*Activity 4 (A4)*

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10-15	**Module 2 Multiple Intelligence and Vygotsky**	**Module 2 (M2)**
10-22	**Midterm- online in computer lab 0230 Benj , take home due 10/25**	
10-29	Workshop for Study Guide 3 - AT Lab tour, CEC Smartbrief OR DAM reflection= 1 minute video activity or 3 paragraph written summary	**My Transition/Learner Profile**
11-5	**Assistive Technology (learning profile)** eChapter 12:	Module 3 (M3)
11-12 3PM lab 0306Ben	**Strategies for Teaching All Learners Designing Learning that Works for All Students** eChapter 8 Readings posted on Module **How to Make Effective Presentations** Update MTTS in Class	* Add relevant information and websites to MTTS Study Guide 3 (SG3)
11-19	**Distance Learning for Students with IEPs Online Courses – State Requirements** **Greer, Rowland, & Smith (2014). Critical considerations for teaching students with disabilities in online environments.** *Teaching Exceptional Children, 46*, 5, 79-91. **eChapter 10: Selecting Instructional Strategies for Teaching All Learners** ELL and Teaching Strategies MD online IEP scavenger hunt	* Add relevant information and websites to MTTS
12-3	**Using and Evaluating Apps in Classrooms** **Read from CEC Book Chapter posted on line** **Review**http://atclassroom.blogspot.com/2011/02/apps-in-special-education.html http://www.freemobiletech.com **Teachers' Mobile Technology – Reviews of Education Ipad and Android Apps** **In-Class Activity**	*Activity 5 (A5)*
12-10 3PM lab 0306Ben	**MTTS group presentations** **Evaluate EDSP 411**	**Collaboration Page and Group Presentations MTTS final and takehome**

Assignments

<p align="center">Projects for EDSP 411</p>

My Learner Profile (45 pts)

This assignment is designed for you to identify your interests, preferences, strengths and needs and explore career options in special education and related fields. You will take a variety of assessments to: (a) assist you think about your role as a future special educator and (b) identify how you might integrate UDL into your teaching and into your future learning as a professional. Directions for the Learner Profile and links to required websites are on the assignment posted on Canvas.

Collaboration Page and Group Presentation (20 pts)

Add description of collaboration page. Save this assignment to upload into Live Text next semester.

By content areas and technology interests, groups of 2-3 will use and critique a new technology for teaching (e.g., designing a story board, Smartboard presentation with lesson plans, etc. Use the Collaboration - UDL Tech Tools for EDSP 411 for ideas.

MTTS (Maryland Teacher Technology Standards) 21 pts.
The Maryland State Department of Education requires that teacher preparation programs integrate the MTTS. On Canvas, there is a template for completing this assignment with directions. Save this assignment to upload into Live Text next semester. The in-class technology integration in-class activities will assist you complete this assignment. has seven standards content included under each of 7 standards (3 pts x 7 each); and your resource bank for UDL and Tech Tools;

Online Modules (150 pts)

As this is a blended learning class, several modules (classes) will be completed online; during this time I will be available in my office hours for questions (in person, Skype, phone, email). Online modules require at least 3 hours of your time in addition to the 3 hours of preparation time

        Module 1 Blooms and Learning Profile 50 pts
        Module 2 MI & Vygotsky   50 pts
        Module 3 Assistive Technology   50 pts

Study Guides and Exam (120 Pts)

    Exam: Blooms (quiz = 7pts), MI, Vgotsky, UDL (online = 35pts) and Take Home midterm 12 pts= 55 pts, take home final = 35 pts
    Study Guide 1 (SG) 10 pts
    Study Guide 2 10 pts
    Study Guide 3 10 pts

In-Class Activities (55pts)

Groups will be formed based on class size for activities on identifying, using, and evaluating technology integration tools. These activities will result in each student having resources on technology topics and a portfolio entry describing how selected resources meet UDL guidelines and incorporate the MD Teacher Technology Standards (MTTS).

Activity 1 Day 1 (10 points) **Effective Strategies**
Activity 2   (10 points) **Universal Access**. Students will explore Universal Access features on their Mac or PC devices

Activity 3 (10 points) **Learn How to Use Whiteboards**. Small groups will use the Smartboard and identify Resources for Using the Smartboard by Age-Based Area. Resources will be posted on a Collaboration Page - Using Whiteboards
Activity 3.5 (5 points) **Learn How to Do Anything.** Students will select a skill or "content area something" from resources posted on Canvas. Identify it, come up with a plan/resources for learning it. Present during class opening as warm up.

Activity 4 (10 points) **MindMapping for Group Project**
Activity 5 (10 points) **Locating and evaluating apps.** In small groups, students will critique an App using a matrix posted on Canvas or ScoopIt. Each group will then search and post 5-10 Apps that may be applicable to the age of students. Use the Collaboration Apps 2015.

Grading Policy
Your final grade will be calculated as a percentage of the total points earned:

98-100 A+	93-97 A	90-92 A-
88-89 B+	83-87 B	80-82 B-
78-79 C+	73-77 C	70-72 C-
69-67 D+	67-63 D	63-60 D-

For more information on the Plus/Minus Grading Policy at UMD go to:
http://www.testudo.umd.edu/plusminusimplementation.html

UM Policies

Academic Integrity: The Code of Academic Integrity and Honor Pledge prohibits students from cheating on exams, plagiarizing papers, submitting the same paper for credit in two courses without authorization, buying papers, submitting fraudulent documents, and forging signatures. The following UMD Honor Pledge is to be on the front cover of all papers, projects, or academic assignments submitted for evaluation in this course along with your signature: ***I pledge on my honor that I have not given or received any unauthorized assistance on this examination (or assignment).*** The Student Honor Council administers compliance with this code; allegations of academic dishonesty are reported directly to the Honor Council (301-314-8204).

Accommodations for Students with Disabilities: If you have a documented disability, contact Disability Support Services (301-314-7682) to ascertain the specific accommodations that may need to be provided. The rules for eligibility and the types of accommodations a student may request can be reviewed on the DSS web site at http://www.counseling.umd.edu/DSS/receiving_serv.html
 It is the student's responsibility to notify the instructor at the beginning of the semester of any documented disabilities so reasonable accommodations can be made to assist learning and evaluation in the class.

Learning Assistance Center: "If you experience difficulties in keeping up with the academic demands of this course, contact the **Learning Assistance Service**, 2202 Shoemaker Building, 301-314-7693. Educational counselors can help with time management, reading, math learning skills, note taking, and exam preparation skills. Services free to UMD students."

Assistance for Students in Distress: If you feel you are encountering problems that hamper your academic performance or life on campus, you may wish to call the Counseling Center 301-314-7651 or Mental Health Services 301-314-HELP for resources or referrals.

Office of Student Conduct: If a student displays disorderly or disruptive behaviors in class or poses a concern for violence, he or she will be referred to the Office of Student Conduct. This may result in being charged under the University's Code of Student Conduct and/or be referred for counseling or mental health interventions, if appropriate. 301.314.8204

Religious Observances/Illness: University policy excuses the absences of students for illness (self or dependent), religious observances, participation in University activities at the request of University authorities, and compelling circumstances beyond the student's control (e.g., accidents). The University provides students with excused absences the opportunity to reschedule significant assessments, except in cases where the nature of the assessment precludes the possibility of rescheduling, OR to perform a substitute assignment without penalty. The student must notify his or her instructor of the reason for absence as soon as possible. *Where the reason for absence from a scheduled assessment is known well in advance (for example, in cases of religious observance or participation in university activities at the request of University authorities), the student must inform the instructor by the end of the schedule adjustment period.*
In the event that a **class must be missed due to an illness**, the policy is as follows:

1. For every medically necessary absence from class (lecture, online activity), a reasonable effort should be made to notify the instructor in advance of the class. When returning to class, students must bring a note identifying the date of and reason for the absence, and acknowledging that the information in the note is accurate.
2. If a student is absent **more than one time** due to illness, I require documentation signed by a health care professional.
3. If a student is absent on days when tests are scheduled or papers due, he or she is required to notify the instructor in advance, and upon returning to class, bring documentation of the illness, signed by a health care professional.

College of Education Policies

College of Education (COE) Conceptual Framework (3-31-11): The COE's mission is to foster learning and development of PK-16 students through educator preparation programs. As educational inequities exist on multiple levels, our goal is prepare candidates with the skills and commitments necessary to ensure equity for all students in public schools.
College of Education (COE) Foundational Competencies:
The COE Foundational Competencies Policy was (adopted in 11-2010) and specifies the professional criteria expected of *all* Teacher Candidates in the College. Performance that meets the Foundational Competencies is expected across all professional settings, including university-based coursework and field placements. If concerns arise in any professional setting, a referral will be made to the Teacher Candidate's advisor. Each Teacher Candidate and Supervisor will complete the Foundational Competencies evaluation at the end of each field placement experience. Additional Foundational Competencies evaluation forms may be completed if concerns arise during a field placement or *in any professional setting*. Evaluations will be reviewed along with candidates' performance across all program requirements and coursework. Continuation in the Special Education teacher certification program depends on satisfactory completion of all coursework and satisfactory ratings on the Foundational Competencies (08/03/05; updated 8/18/11).

Professional Practices for EDSP Teacher Candidates

EDSP 411 Fall 2015

Name:

_____Rewrite/redo Policy. Assignments are graded asap by the instructor – generally within a week. I understand that I may ask questions before the assignment is due by email or during office hours (including Skype). I understand the instructor's policy of **No late work and no "redo" of assignments**. Allowing some students to rewrite assignments because they didn't do well the first time, can lead to grade inflation, initial submissions that are done at the last minute, and capricious grading accusations. Keeping up with the course assignments allows me to develop or refine my time management skills!

_____Due to electronic submissions of assignments, teacher candidates must avoid using any identifiable information (names in particular) of students, teachers, other professional staff, principals, schools, programs, counties, etc. on all assignments or projects. Parents and professionals don't want any identifiable information floating in cyber space. For descriptions, use generic terms such as "the student", "the teacher", "the high school", etc.

_____Teacher candidates and faculty are not allowed to take pictures or videos of students, parents, teachers, etc. without official documentation; each of our four school district partners (Mont, PG, How, and AA) have their own required permission form that has to be used and signed by the school's principal.

_____I understand and pledge not to submit or use a paper, project, or assignment in more than one class.

_____I understand that Dr. Fink does not accept late work. Exceptions include a doctor's note if I am ill or advance notice of a religious holiday that I observe.

_____I understand that it is my responsibility to meet with Dr. Fink and submit documentation if I need accommodations in EDSP 411.

_____I understand it is my responsibility to check for announcements and email sent by Dr. Fink each week before class. I will use the syllabus and the Modules on Canvas to make sure I am aware of due dates for assignments, readings, activities, and online modules.

_____I understand that it is my responsibility to figure out how to use Canvas for this class. Dr. Fink reviewed the set up for the EDSP 411 Canvas website on the first day of class. If I have additional questions, I will go to: http://elms.umd.edu/page/student-landing-page to review "Quick Guides", Videos, FAQ. I can also contact the Division of IT https://www.it.umd.edu/contact.html

301-405-1500 or www.helpdesk.umd.edu