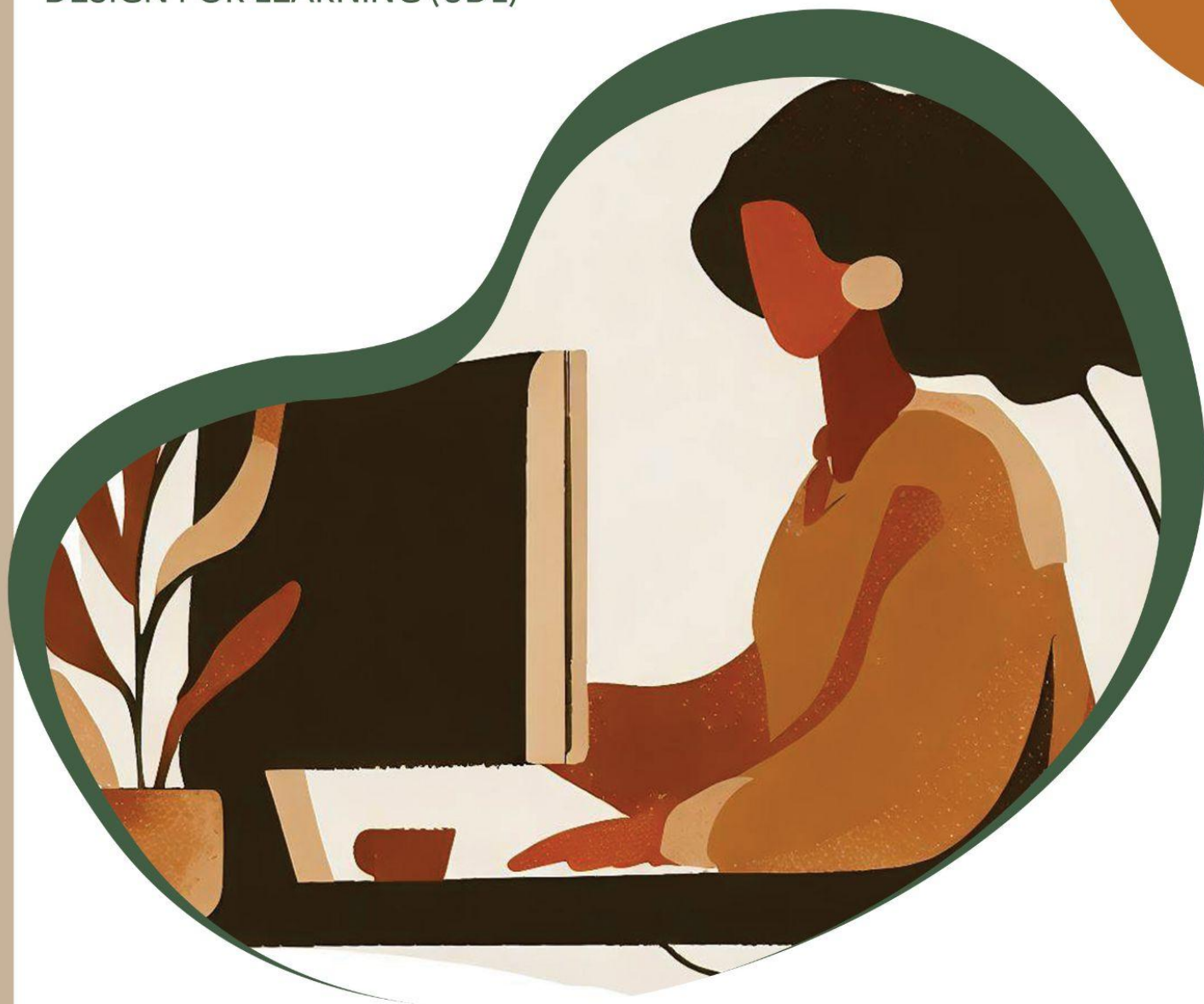




# Course Syllabus

INTRODUCTION TO UNIVERSAL  
DESIGN FOR LEARNING (UDL)



**Introduction to Universal Design for Learning (UDL)**  
**45 Hours or 3 Graduate Credits**

**Course Access:** Upon enrollment, you have 180 days to complete your online course in our [eClassroom](#). If you have any questions about course access, please email [support@cecreditsonline.org](mailto:support@cecreditsonline.org), or call 425-788-7275 extension 104.

**Course Description**

The goal of this course is to provide participants with an introductory understanding of Universal Design for Learning (UDL), and the skills necessary for implementing the principles of UDL into lesson planning and instructional practices. The course begins with an exploration of the history of UDL, its classroom applications, and the justifications for its use. The remainder of the course focuses on engaging diverse student populations by addressing the three learning networks that make up the core tenets of Universal Design through the use of technology and other instructional strategies.

**Objectives**

As a result of this course, participants will:

- Explore the origin of UDL and its adaptation to a set of guiding principles for education.
- Assess the potential of UDL to positively impact the modern classroom.
- Demonstrate a conceptual understanding of the Affective, Recognition, and Strategic networks.
- Apply a variety of tools and strategies in support of UDL principles and guidelines.
- Create a plan for the effective implementation of the UDL model into their classrooms.

Alignment to the [Charlotte Danielson Framework for Teaching](#)

**Primary Standards**

Domain 1: Planning and Preparation

- 1e - Designing Coherent Instruction

Domain 2: Classroom Environment

- 2b - Establishing a Culture for Learning

Domain 3: Instruction

- 3c - Engaging Students in Learning

Domain 4: Professional Responsibilities

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[www.cecreditsonline.org](http://www.cecreditsonline.org)

- 4a - Reflecting on Teaching

### **Additional Standards**

#### Domain 1: Planning and Preparation

- 1a - Demonstrating Knowledge of Content and Pedagogy
- 1c - Setting Instructional Outcomes
- 1f - Designing Student Assessments

#### Domain 3: Instruction

- 3d - Using Assessment in Instruction

#### Domain 4: Professional Responsibilities

- 4e - Growing and Developing Professionally

### **Course Components**

This course is comprised of interactive presentations, videos, readings, discussion boards, authentic tasks, and a final project. All elements of the course must be completed in order to obtain a letter of completion and/or credits.

### **Course Outline**

#### **Module 1: History of UDL**

- Interactive Presentation: The Origins of Universal Design
- Interactive Presentation: Universal Design for Learning
  - Discussion Board: "Accessing" the Classroom
- Interactive Presentation: The Case for UDL
  - Discussion Board: Benefits and Drawbacks of UDL

#### **Module 2: UDL in Practice**

- Interactive Presentation: Busting UDL Myths
  - Discussion Board: Who is UDL for?
- Interactive Presentation: Learning Networks
- Interactive Presentation: UDL Guidelines
  - Discussion Board: UDL Self-Assessment
- Authentic Task #1: Lesson Plan Evaluation

#### **Module 3: The Affective Network**

- Interactive Presentation: Recruiting Interest
  - Discussion Board: The Affective Network: Access
- Interactive Presentation: Sustaining Effort & Persistence

- Interactive Presentation: Self-Regulation
  - Discussion Board: The Affective Network: Build and Internalize

#### **Module 4: The Recognition Network**

- Interactive Presentation: Perception
  - Discussion Board: The Recognition Network: Access
- Interactive Presentation: Language & Symbols
- Interactive Presentation: Comprehension
  - Discussion Board: The Recognition Network: Build and Internalize

#### **Module 5: The Strategic Network**

- Interactive Presentation: Physical Action
  - Discussion Board: The Strategic Network: Access
- Interactive Presentation: Expression & Communication
- Interactive Presentation: Executive Function
  - Discussion Board: The Strategic Network: Build and Internalize
- Authentic Task #2: Guidelines Self-Assessment

#### **Module 6: Planning with UDL**

- Interactive Presentation: UDL and Learning Goals
  - Discussion Board: Using UDL to meet Learning Goals
- Interactive Presentation: UDL and Learning Activities
- Interactive Presentation: UDL and Assessment
  - Discussion Board: Impact of UDL

#### **Final Project: Student Plan**

Participants will adapt a new or existing instructional unit to address the guidelines of universal design for learning. The plan will address specific learning outcomes and conclude with rationale for the tools and strategies chosen. It will also include an exploration of the potential challenges and intended benefits of the unit, specific to its intended audience(s).

#### **Grading Policy**

**100%-90% = A**

**89%-80% = B**

**79% and below is Not Passing**

<b>Course Component</b>	<b>Percentage of Final Grade</b>
Authentic Tasks (2)	40%
Discussion Boards (12)	25%

Final Project	35%
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You must have an 80% average in order to pass and obtain University credit for this course unless your district has specified otherwise.

### **Compliance with and Commitment to the American Disabilities Act**

In compliance with Section 504 of the Rehabilitation Act and the Americans with Disabilities Act, participants who have any condition, either permanent or temporary, which might affect their ability to complete this course, are encouraged to reach out to [support@cecreditsonline.org](mailto:support@cecreditsonline.org) at the beginning of the course. We will make reasonable academic and accessibility accommodations to the course.

### **Academic Integrity Policy**

Honesty is an essential aspect of academic integrity. Individual students are responsible for doing their own work and submitting original assignments as per the course directions. Individual students are responsible for doing their own work. Plagiarism and cheating of any kind will not be tolerated. This includes using information from the Internet without citing the website. Avoid plagiarism by appropriately acknowledging the source of the author's words and ideas.