SPED 640: Universal Design for Learning
College of Education and Allied Professions
Western Carolina University

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*Description*_____

Course Day/Time: July 4th - July 17th, 2019
Location: Discovery Bay, Jamaica

Course Format: <u>Hybrid- Online/Face-to-face</u>

Required Computer Skills and Equipment:

You will need access to a computer with an Internet connection and Microsoft Office software or equivalent (for Apple users). You must be able to save your files in a .doc/docx or .rtf format.

Required computer skills include: basic keyboarding, accessing the Internet, searching the Internet for information, uploading documents, sending e-mails with attachments, creating word documents, and using cut and paste.

Purpose and Rationale: This course provides students with essential knowledge and skills for understanding and addressing needs of students with disabilities in their classrooms. Focus for this course includes: inclusive practices of students with disabilities in the general curriculum; Universal design for learning (UDL) principals, and collaboration among educators.

Conceptual Framework: The mission of the professional education programs at Western Carolina University is to prepare highly effective and ethical graduates that are inspired to be lifelong learners, engaged in the community, and empowered to become leaders who strive to transform the future.

The professional education program at Western Carolina University is a community of learners based on knowledge, values, and experiences. We teach out students to use their knowledge of both human development and their disciplines to effectively teach all pupils to solve problems. Appropriate values and dispositions are central to excellent teaching. We model collaborative, caring, and intellectually stimulating learning communities so our teacher education students will create environments for all their students that encourage curiosity, foster motivation, and promote achievement of rigorous state and professional standards. We require our candidates to use state-of-the art technology in their courses and in their field experiences. This course is consistent with the conceptual framework in that it describes and discusses the educational and personal needs of persons with exceptionalities. These needs are presented within the context of cutting-edge service delivery models for today's inclusive schools.

Jamaican Relevancy:
Because few resource rooms exist in Jamaican schools to address the needs of students with mild disabilities (learning disabilities, ADHD, slow learners, poor readers, etc) general education teachers are faced with addressing the needs of a diverse group of students with multiple learning and emotional needs. Students will be expected implement strategies discussed in class and report to the class the benefits and/or difficulties encountered when implementing a particular strategy with their students. The final evaluation for the class will include a question related specifically to whether the information presented during the course was 'relevant to Jamaican schools'.

Diversity Statement:
Diversity in our society and schools is an important part of our history and a significant variable in discussions regarding the aims and purposes of education and schooling. The content of this course reflects a commitment to social justice and an emphasis on the necessity of preparing educators who will effectively meet the individual needs of ALL students. As such, issues related to race, gender, religion, sexual orientation and social class will be considered in this class. Students in this class teach in Jamaican schools. Jamaica is a diverse nation (the motto: "Out of many, one people" exemplifies a commitment to and respect for our varied backgrounds, beliefs and values).

*Course Materials*_____

Required Text:
Special Education: Contemporary Perspectives for School Professionals by Marilyn Friend. Multiple editions can be used- find the cheapest!

Additional Readings: Readings will be posted on Blackboard as noted on the course calendar. Some copies will be available for groups to explore during class.

Website: Assignment instructions/rubrics, forums, online discussion prompts, and modules will be posted on Blackboard.

Course Objectives:
1. Demonstrate a broad knowledge of the development and characteristics of exceptional learners across the lifespan including etiologies, medical, psychological, and social/ emotional aspects of individuals with disabilities. [**Evidence: Assumptions paper #1 and #2]**
2. Recognize individual learning differences of exceptional learners including those from culturally diverse backgrounds and strategies for addressing those differences. [**Evidence: Assumptions papers; exam]**
3. Describe how legislation and litigation has shaped the services and supports of students with disabilities (Exams; Discussion Board)
4. Select, adapt, and use instructional strategies and materials to meet the educational needs of exceptional learners. **[Evidence: UDL lesson plan in class activity]**
5. Use strategies and technology to support and enhance communication with diverse learners with exceptional learning needs. [**Evidence: Project; Exams]**
6. Demonstrate skill in instructional planning and accommodations for individuals with exceptional learning needs based on national and state curricula standards. **[Evidence: Project and/or UDL Lesson plan]**
7. Examine the roles and responsibilities of the members of the trans-disciplinary team, including professionals from related fields, during the pre-referral and

referral process for special education services such as response to intervention or other multi-tiered intervention systems. **[Evidence: Project and/or Exams]**

*Expectations of Students:*_____

Attendance

This class is taught primarily face-to-face. Attendance will be granted either by recording who is in attendance or who views the session at a later time. Do make sure you view the session if you cannot attend.

Communication
Feel free to contact me by e-mail, by phone, by text or by setting up an office meeting. You are expected to use correct grammar, spelling, and professional writing in all e-mail and written communication including mobile text, as these are critical skills for all professionals to demonstrate.

Late Assignments
You may submit work early but must submit by the deadline on the calendar. You are expected to submit assignments on the established due dates, and you are expected to take tests at the scheduled times. An assignment is considered late if it is not given to me by the end of the class session in which it is due. Assignments turned in late will be subject to the 5 point deduction, except in extreme cases of emergency, family death/crisis, or illness.

Professional Quality
All work should be completed neatly and of professional quality. Directions for assignments should be carefully followed. If you do not understand the requirements of an assignment, it is your responsibility to contact me prior to the session in which the assignment is due. Points will be deducted if assignments are not completed with professional quality or if they do not meet requirements.

Standards for Written Work
Use American Psychological Association (APA) format (6th edition) for all written reports. All assignments should be keyboarded, and free from spelling errors. Points will be deducted for distracting errors in grammar (n=3 or more). Assignments are due prior to the beginning of class on assigned dates. In your *writing*, be sure to use person first language (e.g., Students with LD).

Academic Integrity Policy: Students, faculty, staff, and administrators of Western Carolina University (WCU) strive to achieve the highest standards of scholarship and integrity. Any violation of the Academic Integrity Policy is a serious offense because it threatens the quality of scholarship and undermines the integrity of the community. While academic in scope, any violation of this policy is by nature, a violation of the Code of Student Conduct and will follow the same conduct process (see ArticleVII.B.1.a.). If the charge occurs close to the end of an academic semester or term or in the event of the reasonable need of either party for additional time to gather information timelines may be extended at the discretion of the Department of Student Community Ethics (DSCE). Violations of the Academic Integrity Policy include:

> **Cheating -** Using or attempting to use unauthorized materials, information, or study aids in any academic exercise.
> **Fabrication –** Creating and/or falsifying information or citation in any academic exercise.

Plagiarism - Representing the words or ideas of someone else as one's own in any academic exercise.

Facilitation - Helping or attempting to help someone to commit a violation of the Academic Integrity Policy in any academic exercise (e.g. allowing another to copy information during an examination)

For full policy http://catalog.wcu.edu/content.php?catoid=29&navoid=560#honestypolicy

Code of Student Conduct: This Western Carolina University Code of Student Conduct exercises the duty of the Chancellor to regulate matters of student conduct in the University community. All WCU students are expected to be familiar with the Code of Student Conduct and to conduct themselves in accord with these requirements. Go to http://www.wcu.edu/WebFiles/PDFs/WCU_Code_of_Student_Conduct_2013_2014.pdf to learn more.

Civility and Ground Rules:

The Western Carolina University Community Creed states: "I will respect the rights and well-being of others."

Each student may possess different ideas, as well as different ways of communicating those ideas. Because of these differences, respect and civility are integral to maintaining the quality of the academic environment and free inquiry.

(http://www.wcu.edu/student-life/policies-affecting-students/statement-of-student-rights-and-responsibilities.asp)

SafeAssign Tool:

All written work submitted for this class is eligible for submission to the SafeAssign tool at the instructor's discretion.

BrainFuse:

BrainFuse is a free, online academic tutoring service for distance students. Please visit the link below for instructions on accessing this resource. https://www.wcu.edu/apply/distance-online-programs/current-students/tutoring-support.aspx

*Course Assignments and Grades:*_____

Assignments:

Two Assumption Papers: The purpose of this activity is to have students develop a personal belief statement of individuals with exceptionalities and how students with disabilities can be served in schools. Through the development of a deeper understanding of how individuals with disabilities have historically been served and innovations in schools, UDL concepts, and social influence course participants will complete a pre- and post- assumption paper at the beginning and end of the semester. Each assumption paper is 3-5 pages long and is worth 5 points each; Total of 10 points.

Discussion: Students will participate in daily discussions and will post information on the discussion board link in Blackboard that address an array of current topics including (1) welcome and information about self (2) interventions used in general education classroom to reach struggling students, and (3) grading, embedding instruction, and integration of goals. Students will be responsible for posting a statement and responding to statements made of at least four peers. Engaging in discussion in the class and on the discussion board is worth 30 points.

Modules: Students will complete 2 modules to gain greater understanding of UDL principles and collaboration in schools (one each week) during class. Certificate of completion will be collected for each module assigned. Modules are worth a total of 10 points. (5 points each)

Clinical Experience: Big Project: Design a curriculum unit/matrix using UDL and differentiated instruction. The purpose of this assignment is to utilize both conceptual content and instructional strategies to support a wide range of students being served within the general education classroom. You may work individually or collaborate with another student/s to complete this project. No more than three students can work collaboratively in this assignment. Rationale for the planning and strategies will be expected in the form of comments throughout the lesson plan. The lesson plan is worth 20 points and will be com

Exams: 2 exams will be completed during the course to ensure students understand the material. Total of 20 points (10 each)

Report: You will read various assigned case studies and will discuss your perceptions of each situation and how the concepts of UDL align with the ways to address the problems in class. This can be a written report on a discussion thread or can be a actual discussion among you and your group members in class. You should use your text and course materials to help you analyze the environment and events in the case study. The rubric includes evidence that you have applied what you are learning in this course as you read and analyze the text in the book of your choosing (10 pts).

Grades: Letter grades will be assigned according to the following scale:

Assignment	Percentage and Points
Two Assumptions Papers	20% or 20 pts
Discussion Boards online	10% or 10 pts
Modules (2)	10% or 10 pts
Case studies	20% or 20 pts
Exams	20% or 20 pts
UDL Lesson plan project	20%
Total	**100%**

A+ = 98 – 100%	B+ = 88 - 90%	C+ = 78 - 80%	D+ = 68 - 70%
A = 94 - 97%	B = 84 - 87%	C = 74 - 77%	D = 64 - 67%
A- = 91- 93%	B- = 81 - 83%	C- = 71 - 73%	D- = 61 - 63%

Student Supports:_____

Library Support: Hunter Library provides students with access to group and individual study spaces and to thousands of information resources: print and electronic books, newspapers, and scholarly journal articles. These resources can be searched online and often accessed there (http://library.wcu.edu) or can be searched and located in the library building. Students in need of research or library support can get help online (http://researchguides.wcu.edu/help), from your subject specialist, Dr. Beth McDonough bmcdono@wcu.edu, or from the research guide for Education: http://researchguides.wcu.edu/Education

Writing and Learning Commons: The Writing and Learning Commons (WaLC), **located in BELK 207**, provides free course tutoring, writing tutoring, academic skills consultations, international student consultations, graduate and professional exam preparation resources, and online writing and learning resources for all students. All tutoring sessions take place in the WaLC or in designated classrooms on campus. To schedule tutoring appointments, visit the WaLC homepage (walc.wcu.edu) or call 828-227-2274.

Technology Support: The learning management system for this class is blackboard and can be found at: http://wcu.blackboard.com. Additional help with blackboard can be found at: tc.wcu.edu, (828) 227-7487 or by visiting the Technology Commons located on the ground floor of the Hunter Library.

Students who need help with software, technology, or eBriefcase should contact the Technology Commons on the ground floor of Hunter Library where students can access training via one-on-one appointments, walk-ups, workshops, and online tutorials.

Accommodations for Students with Disabilities: Western Carolina University is committed to providing equal educational opportunities for students with a documented disability and/or medical condition. Students who require reasonable accommodations must identify themselves as having a disability and/or medical condition and provide current diagnostic documentation to the Office of Disability Services. All information is confidential. Please contact the Office of Disability Services, 135 Killian Annex (next to the One Stop), (828) 227-3886.

Support Services: Student Support Services provides support to students who are either first-generation, low-income or those who have disclosed a disability with: academic advising, mentoring, one-on-one tutorial support, and workshops focused on career, financial aid and graduate school preparation. You may contact SSS at (828) 227-7127 or email sssprogram@wcu.edu for more information. SSS is located in the Killian Annex, room 138.

This syllabus, with its course schedule, is based on the most recent information about the course content and schedule planned for this course. Its content is subject to revision as needed to adapt to new knowledge or unanticipated events. Updates will remain focused on achieving the course objectives and students will receive notification of such changes. Students will be notified of changes and are responsible for attending to such changes or modifications as distributed by the instructor or posted to Blackboard.

Calendar- Jamaica 2019 Summer

Date	Topic Representation (I do)	Engagement (We do)	Expression (You do)
July 2	*Welcome and Introductions Review of Expectations*	Assumption paper outline	Individual assumption paper
July 3	*Historical Context and*	Read articles as a group; View and discuss video link	Discussion Board option for continued dialogue- extra credit!
July 4	*Defining UDL and Inclusion*	Iris modules in class	Individual module certificate
July 5	*Strategies for Academic Content*	Review Research and Case Studies	Quiz on historical context and Definition of UDL and inclusion
WEEKEND			
July 8	*Strategies for behavior areas*	Review Research and Case Studies	Case Study response
July 9	*Necessary and Purposeful Collaboration*	Activities in Class	Discussion Board posting
July 10	*Outcomes for Students*	Read articles on perspectives of students and families.	Create visual explaining concepts to peers.
July 11	*UDL Planning and Assessment*	Explore samples of formative summative, universal, formal, and informal.	Compare and contract using graphic of materials shared.
July 12	*UDL Implementation Structures and Knowledge.*	Build a UDL Lesson Plan around the needs of a student.	Quiz on academic and behavioral strategies, collaboration, planning and assessment.
WEEKEND			
July 15	*Final Project sharing*	Ask questions and give feedback on the projects your peers share!	Presenting UDL Lesson Plan Project

*I would greatly enjoy visiting your schools and communities. Please let me know good times to visit.