

EDU502 Universal Design for Learning

(3 credit hours)

Course Syllabus

Course Description

This course prepares students to design educational materials and user experiences for maximum benefit by all students, regardless of physical, cognitive, or emotional challenges. As a foundation, students first learn about accessibility standards and techniques to ensure equal and comparable access to course materials. Extending past a compliance approach to accommodating learners with special needs, students then learn to apply Universal Design for Learning (UDL) and User Experience (UX) principles to create engaging course content, navigation, and interfaces for ALL students.

Course Learning Outcomes

By the end of this course, you will be able to:

1. Differentiate the concepts of accessibility, accommodation, User Experience (UX), Universal Design (UD), and Universal Design for Learning (UDL).
2. Describe instructional theories or strategies that impact the efficiency, effectiveness, and engaging quality of a learning experience.
3. Develop authentic, formative activities and assessments to help students monitor progress, identify, and overcome challenges, and achieve learning outcomes.
4. Create or revise instructional materials, assessments, or experiences guided by best practice in accessibility, learning theory, and universal design.

Prerequisites/Corequisites: N/A

Required Textbook(s) and Resources: None

Be sure to review the weekly **Explore** sections for additional library or web resources. For access to databases, research help, and writing tips, visit the [Tiffin University Library](#). You might consider registering for one of the library's many webinars on library research, source

evaluation, copyright, and other topics, at the [Library Events - Upcoming Events](#) web page. For further assistance email a librarian, at: library@tiffin.edu.

Time Commitment

Effective time management is possibly the single most critical element to your academic success. To do well in this online class you should plan your time wisely to maximize your learning through the completion of readings, discussions, and assignments. Because of our accelerated, seven-week term, TU online courses are designed with the expectation that you dedicate a little over **six (6)** hours per credit hour to course activities and preparation **each week**. For example, for successful completion of a three-credit, seven-week online course you should reserve roughly **twenty (20) hours per week**.

To help plan your time and keep on track toward successful course completion, note the distinctive rhythm of assignment due dates:

1. All times assume Eastern Time (GMT-4).
2. Weeks begin at 12:00 a.m. ET on Monday and end at 11:55 p.m. ET on Sunday.
3. Unless otherwise noted, initial assignments or discussion posts are due by **11:55 p.m. ET on Wednesdays**.
4. Additional assignments or follow-up discussion posts are due by **11:55 p.m. ET on Saturdays, and**
5. Major assignments and reflections are typically due by **11:55 p.m. ET on Sundays**.

Learning Activities

Each week, you will generally complete two design and/or brainstorming assignments. At the end of the course, you will submit one module/week of content for an online course, lesson, or tutorial. You will also prepare a sampling of significant accomplishments (“artifacts”) in an ePortfolio. This particular course will emphasize more “doing” and less discussing, though you will utilize the forum discussion tool to present your work and offer/receive peer feedback. See the Course Outline below for a detailed list of weekly graded activities.

Grading

The chart below identifies the individual grade contributions from each type of activity, per week.

Activity	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Total
Musings / Strategies	--	50	100	100	--	--	--	250
Assessment & Evaluation Design	--	--	100	--	50	--	--	150
Design Projects	--	100	--	50	50	100	100	400
Reflection / Portfolio	100	--	--	--	--	--	100	200
Total	100	150	200	150	100	100	200	1000

Grading Scale

Grade	Percentage
A	90-100%
B	80-89%
C	70-79%
F	< 70%

Please see the [Academic Bulletin](#) for grade appeal information.

Course Outline and Weekly Checklist

Topic	Learning Activities (Due by 11:55 p.m. ET on day designated)
Start Here	<input type="checkbox"/> MON: Activity 1.1: Meet Your Peers
Week 1: Design and Flow	<input type="checkbox"/> WED: Activity 1.1 Forum Responses <input type="checkbox"/> SUN: Activity 1.2: Good and Bad Design Experiences
Week 2: Barriers and Aids to Learning	<input type="checkbox"/> WED: Activity 2.1 (Forum): Identifying Accessibility Improvements <input type="checkbox"/> SAT: Peer critiques for Activity 2.1 <input type="checkbox"/> SUN: Activity 2.2: Design Makeover 1
Week 3:	<input type="checkbox"/> WED: Activity 3.1 (Forum): Authentic Assessment

Topic	Learning Activities (Due by 11:55 p.m. ET on day designated)
Assessment	<input type="checkbox"/> SAT: Peer critiques for Activity 3.1 <input type="checkbox"/> SUN: Activity 3.2: Assessment Presentation
Week 4: Multiple Means of Engagement	<input type="checkbox"/> WED: Activity 4.1 (Forum): Formative Assessment <input type="checkbox"/> SAT: Peer critiques for Activity 4.1 <input type="checkbox"/> SUN: Activity 4.2: Syllabus Revision
Week 5: Multiple Means of Action & Expression	<input type="checkbox"/> WED: Activity 5.1 (Forum): Metacognitive Strategies <input type="checkbox"/> SAT: Peer critiques for Activity 5.1 <input type="checkbox"/> SUN: Activity 5.2: Rubric Creation
Week 6: Multiple Means of Representation	<input type="checkbox"/> WED: Explore Microsoft Word styles and PowerPoint slide master (no submission) <input type="checkbox"/> SAT: Explore portfolio options for Week 7 (no submission) <input type="checkbox"/> SUN: Activity 6.1: Fixing Accessibility & Formatting Issues
Week 7: Web Accessibility and Wrap-Up	<input type="checkbox"/> FRI: Activity 7.1: Final Project <input type="checkbox"/> SUN: Activity 7.2: Portfolio and Reflection 2

Tips for Success

Online learning requires self-discipline and self-direction. As seekers of the truth, we should be willing to challenge one another's academic work in a spirit of respectful comradery. Your course is a place for you to grow as you benefit from the expertise, experience, and diverse perspectives of your instructor and peers. Constructive feedback will challenge you to stretch your own thinking, thereby expanding your knowledge and understanding.

To get the most out of your learning experience, you should actively engage (participate) in **ALL** course activities. Course elements are arranged chronologically. To complete a week, simply work your way "down the page" through all of the course materials and activities.

Your Instructor Will Expect You to:

- Thoroughly review orientation materials (Start Here) within the first 48 hours of the term.
- Monitor your TU email account daily for important updates and announcements.

- Take ownership of your learning experience and act in a proactive, self-directed manner. That means:
 - Fully participate in all learning activities.
 - Complete assignments as described in rubrics or other instructions.
 - Submit all work on time and in the specified format (e.g. APA format for citations).
 - Utilize and incorporate instructor provided feedback to improve your work.
 - Ask questions so you can better understand course material or assignments.
 - Use the highest standards of intellectual honesty and integrity. For more information, see the TU Library guide: [Digital Literacy: Netiquette and Internet Safety](#).
 - Treat others respectfully and demonstrate "netiquette" (online politeness and respectfulness) at all times. TU celebrates cultural uniqueness and expects all students to be considerate and thoughtful throughout their learning experiences.

You Should Expect Your Instructors to:

- Post an introductory announcement/email at the beginning of each week to provide updates and help you prepare for the week's activities.
- Maintain an active and engaged presence in all course activities and throughout the course.
- Respond to your emailed questions within 48 hours, if not sooner.
- Clearly communicate any absences or expected non-participation due to extenuating circumstances. For example, "I will be traveling to attend a funeral this week and may not be able to respond to questions or participate in forums for a couple of days."
- When grading your work:
 - clearly indicate their grading approach (what they like to see in submitted work as well as what types of errors they tend to penalize more harshly),
 - thoroughly review and evaluate your submissions in a timely manner (in less than 5 days for most assignments), and
 - provide constructive feedback that indicates the strengths and weaknesses of your work and provides suggestions on how you can improve your performance on future assignments.

- Advocate for your success as a learner and help guide you toward successful completion of the course activities and most importantly, attainment of the course learning outcomes.

Accommodations (Disability Services)

The Office of Disability Services supports the institutional commitment to diversity by providing educational opportunities for qualified individuals with disabilities through accessible programs and services in compliance with Section 504 of the Rehabilitation Act of 1973 and Title III of the Americans with Disabilities Act (ADA) of 1990. If you need reasonable accommodations due to a documented disability, contact the Office for Equity, Access, & Opportunity via email at disabilityservices@tiffin.edu or by calling 419-448-3021.

Technical Support

For Moodle support, either email moodlesupport@tiffin.edu or call the 24/7 Technical Support Call Center at 855-664-1200 (3430, Option 2, from on-campus). For non-Moodle support, contact the Tiffin University ITS helpdesk at the number above or submit a [support ticket](#).

Veterans

The Veteran and Military Resource Center assists veterans, active Military, and spouses of current service members in utilizing their education benefits. VMRC provides information regarding benefit processes and procedures, as well as support in navigating the transition from military to academic life by facilitating connections with the appropriate support services on campus. More information can be found on the Veteran and Military Resource Center website, at <http://www.tiffin.edu/va>.

Additional Support

If you need to consult an academic advisor refer to TU's [Meet the Team](#) page. For information about TU's peer tutoring program see the Murphy Center's [Tutoring Policies and Procedures](#) page.

Comments or Concerns

TU's online programs are designed to be student *driven*: to empower you with a voice and stake in your learning. Our courses feature multiple and varied ways that you can share feedback, and we invite you to become an active voice and help drive our improvement efforts. In addition to providing in-course feedback, we encourage you to submit questions or comments directly to the online team at online@tiffin.edu.