

Term Information

Effective Term Spring 2016

General Information

Course Bulletin Listing/Subject Area Art Education
Fiscal Unit/Academic Org Arts Admin, Education & Policy - D0225
College/Academic Group Arts and Sciences
Level/Career Graduate
Course Number/Catalog 7708
Course Title Universal Design for Learning: Disability Studies and Art Education
Transcript Abbreviation UDL Disability Std
Course Description This course explores Universal Design for Learning in Art Education for the purposes of enhancing the learning experiences of students with disabilities and all learners and makes practical applications to classroom experiences.
Semester Credit Hours/Units Fixed: 3

Offering Information

Length Of Course 14 Week, 7 Week, 12 Week (May + Summer)
Flexibly Scheduled Course Never
Does any section of this course have a distance education component? Yes
Is any section of the course offered
100% at a distance
Less than 50% at a distance
Grading Basis Letter Grade
Repeatable No
Course Components Seminar
Grade Roster Component Seminar
Credit Available by Exam No
Admission Condition Course No
Off Campus Never
Campus of Offering Columbus

Prerequisites and Exclusions

Prerequisites/Corequisites
Exclusions

Cross-Listings

Cross-Listings

Subject/CIP Code

Subject/CIP Code 13.1302
Subsidy Level Doctoral Course
Intended Rank Masters, Doctoral

Requirement/Elective Designation

Required for this unit's degrees, majors, and/or minors

Course Details

Course goals or learning objectives/outcomes

- Learn and apply the foundations of learning theory to providing the best learning experience for all learners in the art classroom.
- Identify different classroom, teaching, and learning strategies that provide multiple means of engagement, multiple means of representation, and multiple means of action and expression for students in the art classroom.
- Identify needs in their own classroom related to disabled and non-disabled learners and brainstorm Universal Design for Learning teaching strategies to address these needs.
- Apply Universal Design for Learning teaching strategies to developing curricular goals and assessment strategies.
- Develop a Universal Design for Learning Action Plan based on research and best practices that addresses identified needs to best serve disabled and non-disabled learners in their art classrooms.
- Read research related to different disabilities that teachers encounter in the art classroom and develop Universal Design for Learning teaching approaches to teach to these students' strengths.

Content Topic List

- University Design for Learning
- Disability Studies
- Disability
- Curriculum and Instruction

Attachments

- UDL syllabus.pdf
(Syllabus. Owner: Thomas,Kirsten Rae)
- UDL syllabus_Revised.pdf: Revised Syllabus
(Syllabus. Owner: Thomas,Kirsten Rae)
- UDL Disability Studies Tech Review.pdf: Tech Review
(Other Supporting Documentation. Owner: Thomas,Kirsten Rae)
- UDL syllabus_Revised(2).pdf: 2nd Revised Syllabus
(Syllabus. Owner: Thomas,Kirsten Rae)

Comments

- - Courses that request 100% distance learning need to be fully vetted by ASC Tech first. Please see instructions here <http://asccas.osu.edu/distance-learning-courses> and work with Mike Kaylor (kaylor.1). *(by Vankeerbergen,Bernadette Chantal on 03/20/2015 01:13 PM)*
- Syllabus is for 7 weeks and is marked to be offered for 7, 12 or 14 so I assume that a 7 week syllabus is acceptable. An indication of where texts may be obtained is required *(by Heysel,Garett Robert on 03/19/2015 01:09 PM)*

COURSE REQUEST
7708 - Status: PENDING

Last Updated: Heysel,Garett Robert
06/05/2015

Workflow Information

| Status | User(s) | Date/Time | Step |
|--------------------|--|---------------------|------------------------|
| Submitted | Thomas,Kirsten Rae | 03/11/2015 08:11 AM | Submitted for Approval |
| Approved | Thomas,Kirsten Rae | 03/11/2015 08:12 AM | Unit Approval |
| Approved | Heysel,Garett Robert | 03/19/2015 01:09 PM | College Approval |
| Revision Requested | Vankeerbergen,Bernadette Chantal | 03/20/2015 01:14 PM | ASCCAO Approval |
| Submitted | Thomas,Kirsten Rae | 05/12/2015 01:30 PM | Submitted for Approval |
| Approved | Thomas,Kirsten Rae | 05/12/2015 01:30 PM | Unit Approval |
| Approved | Heysel,Garett Robert | 06/05/2015 07:06 PM | College Approval |
| Pending Approval | Nolen,Dawn Vankeerbergen,Bernadette Chantal Hanlin,Deborah Kay Jenkins,Mary Ellen Bigler Hogle,Danielle Nicole | 06/05/2015 07:06 PM | ASCCAO Approval |

Universal Design for Learning: Disability Studies and Art Education

Dr. Jennifer Richardson
Richardson.865@osu.edu

Office Hours:
245H Sullivant Hall

The Ohio State University

Course Description:

The term “universal design” was used by architect, Ronald Mace, to reference the concept of designing products and the built environment to be usable by everyone regardless of age, ability, or status in life. Similarly, Universal Design for Learning (UDL) aims to create a learning environment that is accessible to the greatest number of learners. Universal Design for Learning (UDL) aims to provide all students in the art classroom with the best learning experience. In this class we will explore three key learning foundations of Universal Design for Learning 1) affective networks (the why of learning) 2) recognition networks (the what of learning) and 3) strategic networks (the how of learning). This foundation of learning is applied to make the best learning environment for *all* students through providing 1) multiple means of engagement 2) multiple means of representation and 3) multiple means of action and expression. We will also learn about different types of disabled students in art classrooms and how Universal Design for Learning can be applied to providing the best learning experience for these students by focusing on student strengths. In this class students will:

- 1) Learn and apply the foundations of learning theory to providing the best learning experience for all learners in the art classroom.
- 2) Identify different classroom, teaching, and learning strategies that provide multiple means of engagement, multiple means of representation, and multiple means of action and expression for students in the art classroom.
- 3) Identify needs in their own classroom related to disabled and non-disabled learners and brainstorm Universal Design for Learning teaching strategies to address these needs.

- 4) Apply Universal Design for Learning teaching strategies to developing curricular goals and assessment strategies.
- 5) Develop a Universal Design for Learning Action Plan based on research and best practices that addresses identified needs to best serve disabled and non-disabled learners in their art classrooms.
- 6) Read research related to different disabilities that teachers encounter in the art classroom and develop Universal Design for Learning teaching approaches to teach to these students' strengths.

Required Texts and Class Resources:

Course books can be purchased at The Ohio State University Bookstore (Barnes and Nobles). 1598 N. High Street Columbus, OH 43201

Gordon, D., Meyer, A. and Rose, D. (2014). *Universal design for learning: Theory and practice*. Wakefield, MA: CAST, Inc.

Rapp, W. (2014). *Universal design for learning in action*. Baltimore: Brookes Publishing.

Wexler, A. (2011). *Art and disability: The social and political struggles facing education*. New York: Palgrave.

Assignments:

1. Weekly Discussion Board Postings

For each week's assigned reading you will complete a discussion post with the following components and respond to other discussion posts by your classmates.

a. Reading Response Part A.

Part A of your response is about discussing the key ideas presented in the research from the reading. In response to your reading from the *Universal Design For Learning* and *Art and Disability* texts you will write a reading response that is at least three paragraphs in length that addresses the following questions:

What are the key ideas presented by the authors in this week's reading? What ideas made an impression on you that were new or what are familiar ideas that resonated in a new way?

b. Reading Response Part B.

Part B of your response is about applying the ideas from the research presented to your teaching practice. Watch at least two of the videos in the margins of the *Universal Design for Learning* text and select at least two best practices from the *Universal Design for Learning in Action* and *Art and Disability* texts.

Summarize the content of what you viewed and read for your classmates and discuss how you would apply these ideas in your teaching context. Your response should be at least two paragraphs.

c. Responses

Respond to at least two posts by your classmates on the discussion board. Provide meaningful feedback to the content of her/his post. Avoid short posts such as “good job” etc. Engage the person to whom you are responding in a conversation about the content of his/her post. Responses are assessed in your weekly online participation score.

d. Due: Response due Friday by 11:59 pm, Responses to peers due by Wed, the following week by 11:59 pm. See calendar for specific due dates.

2. Final Assignment: Universal Design for Learning Action Plan (5 pages)

- a.** For the final assignment in the course we will be building off of what you have learned in the course, reflecting on your own teaching practice and creating a Universal Design for Learning action plan that you can take into your future practice. Additional information about the final assignment will be provided in class. What follows is a general outline for this assignment.
- b. Identify 3 Overarching Themes** that are integral to your Universal Design for Learning in the art classroom action plan. These should be research-based principles rather than specific teaching strategies.
- c. Identify Current Needs:** Discuss your teaching context and how a Universal Design for Learning approach could benefit all learners. Identify 3 areas that would benefit from a Universal Design for Learning approach.
- d. Identify Specific Teaching Strategies:** Once you have identified your themes/principles and needs, you will identify two specific teaching strategies that you can utilize for each need area.
- e. Post to dropbox**

Grading:

Online Participation: 28 points (each week 4 points)

Reading Responses: 35 points (each week 5 points)
UDL Action Plan: 37 points

Total Course Points: 100 points

| | | |
|-----------------|---------------|----------------|
| | A (93%-100%) | A- (90% - 92%) |
| B+ (87%-89%) | B (83% - 86%) | B- (80% - 83%) |
| C+ (77 % - 79%) | C (73% - 76%) | C- (70% - 72%) |
| D+ (67% - 69%) | D (63% - 66%) | E (62% - 0%) |

Course Policies:

1. Late Assignments: Assignment grades are reduced by 25% for every weekday an assignment has not been handed in after the assigned due date. “My computer ate my assignment” is not a valid excuse for incomplete work.

2. Academic Integrity

- a. It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term “academic misconduct” includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487). For additional information, see the Code of Student Conduct (http://studentaffairs.osu.edu/resource_csc.asp).
- b. **Plagiarism:** The Ohio State University defines plagiarism as “the representation of another’s work or ideas as one’s own; it includes the unacknowledged, word-for-word use and/or paraphrasing of another person’s work, and/or the inappropriate unacknowledged use of another person’s ideas” (Prohibited conduct 3335-23-04). A proper reference style should be used when using words or ideas of other people. Suspected cases of plagiarism will be reported immediately to the Committee on Academic Misconduct. The Committee regards academic misconduct as an extremely serious matter, with serious consequences that range from probation to expulsion. *If in doubt,*

credit your source. Be sure to consult the course instructor, if you have questions about plagiarism, paraphrasing, quoting, or collaboration.

- c. **Academic Dishonesty** also includes 1) providing and/or receiving unauthorized information/materials during examinations. 2) Providing or using assistance for assignments not approved by your instructor 3) submitting substantially the same work done in a previous course to satisfy the requirements for a current course without the permission of your current instructor. (Prohibited conduct 3335-23-04).
- d. **Further information:** Please visit the Committee of Academic Misconduct website for additional information on academic integrity including suggestions for ways you can preserve academic integrity at your university. <http://oaa.osu.edu/coam/faq.html>.

3. Students with Disabilities: If you have a documented disability, please register with Student Life Disability Services. After registration, make arrangements with me as soon as possible to discuss your accommodations, so they may be implemented in a timely fashion. If you have any questions about this process, please contact Disability Services at 614-292-3307, TDD 292-0901 or slds@osu.edu <http://www.ods.ohio-state.edu/>. Alternative means of access to course information on Carmen is available to accommodate students with disabilities. Please contact your instructor for further information. For further information on accessibility and Carmen visit <http://resourcecenter.odee.osu.edu/accessibility/making-your-carmen-course-content-accessible>.

4. Course Technology

- a. This course utilizes the online course management system, Carmen. Within Carmen we will be using discussion boards and dropbox.
 - i. The baseline technical skills necessary for this online course are as follows:
 - 1. Successful students will possess basic computer and web-browsing skills
 - 2. Students will be familiar with navigating Carmen (the following website may help you if you encounter difficulties with Carmen:
<http://odee.osu.edu/resourcecenter/carmen>)
 - 3. Students will need to be proficient with the MS Office Suite
 - ii. Technology skills necessary for this specific course:
 - 1. Wordprocessing skills, web-browsing, email, and utilizing Carmen for dropbox, discussion boards and to check your grades. If you need technical assistance, either call 8-HELP, or refer to the online instructions:
<http://resourcecenter.odee.osu.edu/carmenconnect>.
 - iii. Necessary equipment and technology:
 - 1. Computer: current Mac or PC
 - a. Mac minimum requirements for JMP: OSX 10.6 or later, 1GB RAM, 500MB free hard disk space
 - b. PC minimum requirements for JMP: Pentium 4 or higher, Windows XP or later (Home Basic Editions not supported), 1GB RAM, 500MB free hard disk space, and True (24bit+) color with resolution 1024x768 or greater.
 - 2. Internet Browser: Internet Explorer 6 or later, or Firefox (Chrome is not supported by Carmen, or CarmenConnect. Further CarmenConnect recommendations are listed on this website
<http://resourcecenter.odee.osu.edu/carmenconnect>)
 - iv. Robust high-speed internet connection
 - v. It is assumed that all students have access to Adobe Reader (to view PDF files: <http://get.adobe.com/reader/>) and to the MS Office Suite (in order to use Word and Excel). You should also have Adobe Flash Player installed (<http://get.adobe.com/flashplayer/>).

5. Academic Resources

“There are many resources to help you successfully transition to Ohio State, find your way around the campus, get involved, succeed in your classes, explore opportunities in and out of the classroom, address personal concerns, and stay healthy. Selected resources are listed below with a sampling of their services. For a complete listing of offerings, please visit the linked web page:

<http://artsandsciences.osu.edu/current-students/university-resources>.

6. Student Services

To pay tuition and fees, track financial aid, register for classes, view your grades, get important updates and more, log in to your personalized **Student Center** at buckeyelink.osu.edu.

For assistance with financial aid matters, tuition and fee payments, registration challenges, managing your Student Center or other issues visit <http://ssc.osu.edu>

Course Calendar:

| Week 1 | |
|---------------|---|
| Reading | <i>Universal Design For Learning: Theory and Practice</i> , Chapter 1 "Re-Envisioning Education through UDL" pp. 1-20 <i>Art and Disability</i> , Chapter 1, "Overview" |
| Assignments | Part A and Part B Discussion Post Due Friday, (Date) |
| Week 2 | |
| Reading | <i>Universal Design For Learning: Theory and Practice</i> , Chapter 2 "Expert Learning" pp. 21-48 <i>Art and Disability</i> , Chapter 2, "Autism Spectrum Disorder" |
| Assignments | Discussion Posts to Peers for Week 1 due Wednesday (Date) Part A and Part B Discussion Post Week 2 Due Friday, (Date) |
| Week 3 | |
| Reading | <i>Universal Design For Learning: Theory and Practice</i> , Chapter 3 "The Variability of Learners" pp. 49-82 <i>Art and Disability</i> , Chapter 3, "ADHD" |
| Assignments | Discussion Posts to Peers for Week 2 due Wednesday (Date) Part A and Part B Discussion Post Week 3 Due Friday, (Date) |

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|---------------------|---|
| Week 4 | |
| | |
| Reading | <i>Universal Design For Learning: Theory and Practice</i> , Chapter 4 “Universal Design for Learning” pp. 83-108 <i>Art and Disability</i> , Chapter 4, “Learning Disabilities” |
| Assignments | Discussion Posts to Peers for Week 3 due Wednesday (Date) Part A and Part B Discussion Post Week 4 Due Friday, (Date) <i>Art and Disability</i> , Chapter 5, “Emotional Disturbance and Behavioral Disorders” |
| Week 5 | |
| | |
| Reading | <i>Universal Design For Learning: Theory and Practice</i> , Chapter 5 “The UDL Guidelines: A Framework for Implementation” pp. 109-126 <i>Art and Disability</i> , Chapter 6, “The Blind and Visually Impaired” |
| Assignments | Discussion Posts to Peers for Week 4 due Wednesday (Date) Part A and Part B Discussion Post Week 5 Due Friday, (Date) |
| Week 6 | |
| | |
| Reading | <i>Universal Design For Learning: Theory and Practice</i> , Chapter 6 “Designing for All: What is a UDL Curriculum?” pp. 127-156 <i>Art and Disability</i> , Chapter 9, “Lesson Plans” |
| Assignments | Discussion Posts to Peers for Week f5 due Wednesday (Date) Part A and Part B Discussion Post Week 6 Due Friday, (Date) |
| Week 7 | |
| | |
| Reading | <i>Universal Design For Learning: Theory and Practice</i> , Chapter 7 “Learning through Practice: Voices from the Field” pp. 157-176 |
| Assignments | Discussion Posts to Peers for Week 6 due Wednesday (Date) Part A and Part B Discussion Post Week 7 Due Friday, (Date) |
| Final’s Week | |
| | |
| Assignments | Universal Design For Learning Action Plan Due (Date) Post to dropbox |

Arts and Sciences Distance Learning Online Course Component Technical Review Checklist

Course: Universal Design for Learning: Disability Studies and Art Education

Instructor: Dr. Jennifer Richardson

Summary: Online Course

| Standard - Course Technology | Yes | Yes with Revisions | No | Feedback/recommendations |
|--|-----|--------------------|----|---|
| 6.1 The tools used in the course support the learning objectives and competencies. | | ✓ | | The tools being used for the course are not clearly described in the syllabus. For instance, discussion boards are mentioned in the syllabus for activities but Carmen is not explicitly listed as the primary learning management system. Recommend that the instructor add a "Course Technology Section" to address these recommendations. Please see example provided in comments section below. |
| 6.2 Course tools promote learner engagement and active learning. | ✓ | | | Learner engagement and active learning are promoted through the use of weekly readings, discussion board posts and discussion board responses. |
| 6.3 Technologies required in the course are readily obtainable. | | ✓ | | Discussion boards are clearly defined in the syllabus as a part of the course technologies, but the tool set the discussion board are a part of is not defined. No other course technologies are outlined in the syllabus. |
| 6.4 The course technologies are current. | ✓ | | | The course technology included in the syllabus, discussion boards, are current. |
| 6.5 Links are provided to privacy policies for all external tools required in the course. | ✓ | | | As long as the discussion board tool being used is in the Carmen LMS, no external tools are required. |
| Standard - Learner Support | | | | |
| 7.1 The course instructions articulate or link to a clear description of the technical support offered and how to access it. | | ✓ | | Recommendation: Add a "Course Technology" section to your syllabus to explain required technology and support. Please see example in comments section. |

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|---|---|---|--|--|
| 7.2 Course instructions articulate or link to the institution's accessibility policies and services. | ✓ | | | The below link should be included in the syllabus. The text for the accessibility statement should be in BOLD 16pt font. http://ada.osu.edu/resources/Links.htm |
| 7.3 Course instructions articulate or link to an explanation of how the institution's academic support services and resources can help learners succeed in the course and how learners can obtain them. | | ✓ | | The below link with an overview and contact information for the student academic services offered on the Main campus should be included in the syllabus. http://artsandsciences.osu.edu/current-students/university-resources |
| 7.4 Course instructions articulate or link to an explanation of how the institution's student services and resources can help learners succeed and how learners can obtain them. | | ✓ | | The below link with an overview and contact information for student support services offered on the OSU main campus should be included in the syllabus. http://ssc.osu.edu |
| Standard – Accessibility and Usability | | | | |
| 8.1 Course navigation facilitates ease of use. | ✓ | | | Recommend that the course design be structured around the course syllabus assignments calendar. In addition, strongly recommend using the Carmen Distance Learning Course Shell to provide a consistent student-user experience in terms of navigation and access to content. Please see comments for further notes. |
| 8.2 Information is provided about the accessibility of all technologies required in the course. | | ✓ | | Recommend that the discussion board tool in Carmen be used to ensure accessibility of course technologies. Recommend including the following link: http://resourcecenter.odee.osu.edu/accessibility/making-your-carmen-course-content-accessible |
| 8.3 The course provides alternative means of access to course materials in formats that meet the needs of diverse learners. | | ✓ | | Within the syllabus, it is not clear if alternative means of access to course materials will be available in formats that meet the needs of diverse learners. Recommend including a statements in the syllabus that encourages students to contact the instructor if alternative means of access to course materials is needed. Recommend including this statement in the ADA section of the syllabus. |

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|---|---|--|--|---|
| 8.4 The course design facilitates readability | ✓ | | | All required texts and class resources are academic publication (textbooks) which facilitate readability. |
| 8.5 Course multimedia facilitate ease of use. | ✓ | | | The syllabus does not indicate the use of Multimedia in the course. |

Reviewer Information

- Date Reviewed: 4/16/15
- Reviewed By: Mike Kaylor and Allen Coleman
- Comments:
 - Course appears to be asynchronous. Would like to confirm.
 - Recommend that communication between students and the professor be clearly defined (e.g., what is the preferred method of communication for students to contact the instructor and what kind of response time can they expect).
 - **Course Technology Example** (It is important to be as descriptive as possible to cover information students may need but do not have the opportunity to ask)
 - The baseline technical skills necessary for this online course are as follows:
 - Successful students will possess basic computer and web-browsing skills
 - Students will be familiar with navigating Carmen (the following website may help you if you encounter difficulties with Carmen: <http://odee.osu.edu/resourcecenter/carmen>)
 - Students will need to be proficient with the MS Office Suite
 - Technology skills necessary for this specific course:
 - CarmenConnect text, audio, and video chat. If you need technical assistance, either call 8-HELP, or refer to the online instructions: <http://resourcecenter.odee.osu.edu/carmenconnect>.
 - Necessary equipment and technology:
 - Computer: current Mac or PC
 - Mac minimum requirements for JMP: OSX 10.6 or later, 1GB RAM, 500MB free hard disk space
 - PC minimum requirements for JMP: Pentium 4 or higher, Windows XP or later (Home Basic Editions not supported), 1GB RAM, 500MB free hard disk space, and True (24bit+) color with resolution 1024x768 or greater.

- Internet Browser: Internet Explorer 6 or later, or Firefox (Chrome is not supported by Carmen, or CarmenConnect. Further CarmenConnect recommendations are listed on this website <http://resourcecenter.odee.osu.edu/carmenconnect>)
 - Robust high-speed internet connection
 - Webcam: built-in or external webcam, fully installed
 - Microphone: built-in laptop or tablet mic or external microphone
 - It is assumed that all students have access to Adobe Reader (to view PDF files: <http://get.adobe.com/reader/>) and to the MS Office Suite (in order to use Word and Excel). You should also have Adobe Flash Player installed (<http://get.adobe.com/flashplayer/>).
- Carmen Distance Learning Course Shell
 - If you would like to see or learn more about how to use or gain access to the Carmen Distance Learning Course Shell, please email me (coleman.153@osu.edu) we would be happy to meet with you and assist you in implementing the shell.