COURSE CHANGE REQUEST
Undergraduate Programs

FLORIDA ATLANTIC UNIVERSITY

Department Special Education

College Education

UUPC Approval 10-12-2026
UFS Approval _____
SCNS Submittal _____
Confirmed _____
Banner Posted _____
Catalog _____

***Current* Course Prefix and Number**	EEX 4763	***Current* Course Title**	Special Education Technology

*Syllabus must be attached for **ANY** changes to current course details. See Template. Please consult and list departments that may be affected by the changes; attach documentation.*

Change title to:
Universal Design for Learning and Assistive Technology

Change prefix

From: **To:**

Change course number

From: **To:**

Change credits*

From: **To:**

Change grading

From: **To:**

Change Writing Across Curriculum (WAC) **

Add ☐ **Remove** ☐

Change General Education Requirement***

Add ☐ **Remove** ☐

*See Definition of a Credit Hour.

**WAC criteria must be indicated in syllabus and approval attached to this form. See WAC Guidelines.

***GE criteria must be indicated in syllabus and approval attached to this form. See General Education Guidelines.

Change description to:

Students will examine the historical foundations, policies, and core principles of Universal Design for Learning (UDL) and Assistive Technology (AT),and explore their application across content areas. Emphasis is placed on designing accessible, technology-enhanced learning experiences for all learners, including Students with Disabilities and English Language Learners. Students will learn to evaluate, implement, and assess educational technologies aligned with instructional goals and individual student needs.

Change prerequisites/minimum grades to:

Change corequisites to:

Change registration controls to:

Please list existing and new pre/corequisites, specify AND or OR and include minimum passing grade (default is D-).

Effective Term/Year for Changes:	Summer 2027	**Terminate course? Effective Term/Year for Termination:**	

Faculty Contact/Email/Phone Katie Miller, millek@fau.edu

Approved by		***Date***
Department Chair	Joseph Brojomohun-Gagnon	9/11/26
College Curriculum Chair	Charles Dukes	9/22/26
College Dean		9/22/2026
UUPC Chair	Korey Sorge	10-12-2026
Undergraduate Studies Dean	Dan Meeroff	10-12-2026
UFS President		
Provost		

Email this form and syllabus to mjenning@fau.edu seven business days before the UUPC meeting.



EEX 4763, Section XX, CRN XXXXX
Universal Design for Learning and Assistive Technology
3 cr

Fall, 20XX
Prof. XXXXX YYYYY
Office Location: XXXXXX
Office hours: XXXX
Telephone: 561-297-XXXX
Email: zzzzz@fau.edu

Course Description
~~Students will use, design, and apply the principles of Universal Design for Learning for people with a range of disabilities in class and during field experiences. The course will culminate in the development of a technology portfolio that includes teacher tools, assistive technology, curricular content adaptations, and alternatives for instructional delivery and assessment.~~

Students will examine the historical foundations, policies, and core principles of Universal Design for Learning (UDL) and Assistive Technology (AT), and explore their application across content areas. Emphasis is placed on designing accessible, technology-enhanced learning experiences for all learners, including students with disabilities and English Language Learners. Students will learn to evaluate, implement, and assess educational technologies aligned with instructional goals and individual student needs.

Instructional Method
Asynchronous, Online

Prerequisites/Corequisites
n/a

Required Texts

Dell, A.G., Newton, D.A., & Petroff, J.G. (2020) Assistive technology in the classroom: Enhancing the school experiences of students with disabilities (3rd Ed). Boston: Pearson. ISBN: 9780134170411

Additional Readings:
Required as indicated in the syllabus and available via the FAU library.

Required Technology/Software:
Email: Your FAU email address will be used.
Computer: (Canvas©): All course materials and access to the online, synchronous class sessions using Microsoft Office or Office 365. There are specific file formats accepted in Canvas, mainly Microsoft suite of programs. Unless otherwise specified, assignments are to be submitted in WORD (.docx or .doc), PDF (.pdf) or PowerPoint (.pptx, .ppt, or .mp4). Instructor is unable to open assignments that are created using other programs (e.g., Googledocs, Pages, Keynote). If you do not have access to Microsoft

programs, which are the allowable file formats, please visit the Office 365 Section of the course site (see left menu), where these programs are accessible free of charge to FAU students.

Live Text

Live Text is used by the COE to assess your competency progress in your program of study, track your performance, and comply with program approval /accreditation. All students enrolled in this course must have an active Watermark (LiveText) account within: the first four (4) weeks of the fall or spring semester, within the first three (3) weeks of summer session, or **after the first week/class of a fast track course.** *If you have not purchased your LiveText account by this date a hold may be placed on your academic records*

Guidelines Used in Developing Course Objectives. Specific standards are in listed in Appendix B.

1. Council for Exceptional Student Education Practice-Based Standards for the Preparation of Special Educators- Advanced Standards (CEC) Note: CEC Standards are cross-referenced with High Leverage Practices (HLPs).

Course Objectives/Student Learning Outcomes

~~**. Foundations:** Concepts and issues related to the use of technology in education and other aspects of our society. [CEC CC1K4; EAP a.2.e]~~

~~1.1 Use technology-related terminology in written and oral communication.~~

~~1.2 Describe legislative mandates and governmental regulations and their implications for technology in special education.~~

~~**2. Individual learning differences:** Issues in diversity and in the use of technology. [CEC GC3S1, GC5K1; ESOL D3:S3.2.h, D3:S3.3.c, D4:S4.2.c; FLESE 3.6, 3.7; EAP a.2.i]~~

~~2.1 Identify and operate instructional and assistive hardware, software, and peripherals.~~

~~2.2 Provide technology support to individuals with exceptional learning needs who are receiving instruction in general education settings.~~

~~**3. Learning environments / Instructional planning / social interactions:** Procedures for the organization, management, and security of technology and ergonomic principles to facilitate the use of technology. [CEC CC5S2, CC5S3, CC5S4, CC7S1; ESOL D3:S3.3c, D4:S4.2.c; FLESE 3.3, 3.5, 6.1, 6.2; EAP a.2.i; a.3.a]~~

~~3.1 Evaluate hardware and software components in light of individual student needs.~~

~~3.2 Use technology to foster social interactions in inclusive classrooms.~~

~~3.3 Identify elements of the curriculum for which technology applications are appropriate and ways they can be implemented.~~

~~**4. Assessment:** Use of technology in the assessment, diagnosis, and evaluation of individuals with exceptional learning needs. [CEC CC8S6, CC8S3; FLESE 2.3, 2.4, 2.5, 3.6; EAP a.4.c]~~

~~4.1 Work with team members to use technology to collect, analyze, summarize, and report student performance data to aid instructional decision-making, adjusting systems as needed.~~

~~4.2 Examine alternative solutions prior to making assistive or instructional technology decisions involving student assessment.~~

~~**5. Professional and ethical practice:** Equity, ethical, legal, and human issues related to technology use in special education. [CEC CC9S4, CC9S3, CC9S2; FLESE 1.1, 1.8]~~

~~5.1 Adhere to copyright laws about duplication and distribution of software and other copyrighted technology materials.~~

~~5.2 Make technology decisions based on a continuum of options ranging from no technology to high technology.~~

~~**6. Collaboration:** Collaborative skills necessary to ensure technology support in multiple environments. [CEC GC10K2, GC10K3, CC10S6, CC10S8; ESOL D3:S3.2.h; FLESE 3.4, 3.5, 3.6]~~

~~6.1 Collaborate with other team members in planning and implementing the use of assistive and adaptive devices.~~

~~6.2 Instruct others in the operation of technology, maintenance, warranties, and troubleshooting techniques.~~

GUIDELINES USED IN DEVELOPING COURSE OBJECTIVES

- STATE OF FLORIDA CERTIFICATION STANDARDS FOR EXCEPTIONAL STUDENT EDUCATION (ESE) (RULE 6A)
- NEW FLORIDA EDUCATOR ACCOMPLISHED PRACTICES (FEAP)
- FLORIDA SUBJECT AREA COMPETENCIES ESOL (ESOL)

(THE APPLICABLE STANDARDS FOR THIS COURSE ARE PRESENTED IN APPENDIX A OF THIS SYLLABUS.)

1. Identify and explain the historical, legal, and theoretical foundations of UDL and AT (EAP B.2.b)
2. Analyze and apply UDL principles across multiple content areas to support diverse learners (EAP A.1.d; A.1.e; A.1.g; A.2.a; A.2.d; A.2.g; A.2.b
3. Identify specific educational and assistive technologies to support implementation of UDL principles across multiple content areas and for various types of students with disabilities (; EAP A.1.b; A.1.c, A.2.g
4. Evaluate and select appropriate assistive and educational technologies based on student needs and instructional goals (; EAP A.2.g; A.2.h; A.2.i)
5. Design and implement accessible learning experiences that integrate technology to support students (; EAP A.2.h; EAP A.2.i; A.3.g; A.3.h; A.4.f)
6. Use data to inform decisions about technology integration and instructional design (EAP A.3.a; A.3.j; A.4.f)

Course Assignments/Points:

~~**1. Critical Assignment: *Universal Design for Learning (UDL) Model Lesson***~~

~~Students will develop a lesson that incorporates the components of UDL in its delivery, concept, or practice. The student will either use a lesson that has already been developed or develop a new lesson to demonstrate their knowledge and application of UDL. All the elements of UDL are listed below. Evaluation is based on evidence of the inclusion of UDL as well as the appropriate application of each element.~~

- ~~Multiple means of representation~~
- ~~Multiple means of action and expression~~
- ~~Flexible means of engagement~~

2. Critical Assignment: *Universal Design for Learning (UDL) Activity*

Students will develop an instructional activity that incorporates the components of UDL in its delivery, concept, or practice. All the elements of UDL are listed below. Evaluation is based on evidence of the inclusion of UDL as well as the appropriate application of each element.

- Flexible means of engagement
- Multiple means of representation
- Multiple means of action and expression

(Objectives 2, 3, 4, 5)

The critical assignment MUST be submitted to LIVETEXT so that it can be recorded in the College of Education's Accreditation Assessment System.

Critical Assignments and Florida Educator Accomplished Practices

The Florida Department of Education has identified a set of Educator Accomplished Practices that must be mastered to continue in the ESE Bachelor's Degree Program**. For this course, the Educator**

Accomplished Practices (EAP a.2.i; a.3.a) will be measured by the ***UDL Activity*** which is the **Critical Assignment.** Please read carefully the DSE departmental policy on Critical Assignments.

DSE Departmental Policy on CRITICAL ASSIGNMENT:

Assessment criteria:

A student must earn a **minimum grade of 73%** of the points allotted for the Critical Assignment to receive a passing grade in this course. In other words, a student cannot pass the course without successfully completing the critical assignment.

Remediation policy:

- **If a student is passing the course**, but has failed to pass the Critical Assignment with a minimum of 73% of the possible points for the assignment, the student will receive an "I" in the course until the Critical Assignment is successfully redone (only one attempt allowed). The conditions and time frame for the resubmission of the assignment will be determined by the instructor. However, the second attempt must be completed within one semester. **Upon successful completion of the resubmitted assignment,** the "I' will be changed to a grade for the course and the student may continue in the ESE sequence of courses. The original points earned for the initial attempt at the Critical Assignment will be used to calculate the final grade in the course. **If the resubmitted Critical Assignment is not successfully passed,** the grade for the course will be C- or below regardless of the total points earned in the course.

- **If a student is not passing the course,** and has failed to pass the Critical Assignment with a minimum of 73% of the possible points, the student will not be allowed to resubmit the Critical Assignment. The student will need to repeat the course and the Critical Assignment.

1. **Application Activities (**7 at 5 points each, 35% of grade) Specific application activities based on the weekly content will be utilized across the modules. Course application activities give students the opportunity to apply content from the course to ensure students obtain practical information that they can utilize in their classrooms and with students. The intent is to ensure the content is fully understood. (Objectives 1, 2, 3, 6)

2. **Weekly Reading Quizzes** (**8 quizzes at 5 pts each, 20% of course grade**) Weekly quizzes will be on assigned readings for the week. Guided notes will be provided for each module to ensure students are obtaining the most pertinent content from each reading. (Objectives 1, 2)

3. **Discussion Posts (3 at 5 points each, 25% of course grade) :** Students will respond to questions in regards to their knowledge of the content and application with a student in small discussion post groups. A rubric will be provided to ensure students are answering fully substantive responses with evidence from the course. (Objectives 1, 2, 3, 4, 5, 6)

Course Evaluation Method & Grading Scale
Professor's strategies to evaluate student performance in this course:

- Student participation in class application activities
- Feedback and analysis of UDL activity
- Formative & Summative evaluation components (quizzes, class application activities)

Course Assignments	Points	% of Course Grade
1. Class Application Activities (7 @ 5 points each)	35	35
2. Discussion Post: (3 @ 5 pts each)	15	25
3. CA UDL Activity	100	20
4. Weekly Reading Quizzes (8 at 5 pts each)	40	20
Total	**190**	**100%**

Department Grading Scale

Scores are cumulative and the grade scale represents percentage of total points earned.

A	93-100	A-	90-92	B+	87-89
B	83-86	B-	80-82	C+	77-79
C	73-76	C-	70-72	D+	67-69
D	63-66	D-	60-62	F	Below 60

Note: the minimum grade required to pass this course is a grade of "B." Students must complete all course assignments in order to earn a passing grade.

Instructor specific policies:

To avoid learner confusion or disappointment, the following are assumptions and expectations for this course:

1.The course carries three (3) undergraduate credits. Students are expected to complete course requirements sufficient to earn three credits during the time-span of the course.

2. Students are encouraged to talk with the instructor if there are concerns or problems relating to the course.

3. All **written assignments** must follow the directions on the assignment for presentation.

Policies on Makeup, Late Work, and Incompletes: Assignments submitted more than 3 days late will lose points. For example, for each day that it is turned in late, 5 points will be deducted from final assignment grade. *Assignments turned in more than 3 university calendar days late will not be accepted unless prior arrangements have been made*. Please communicate with instructor if unforeseen instances arise. Exceptions will be made at instructor's discretion.

Classroom Etiquette Policy :

All students are expected to demonstrate professional and ethical behavior in class and in school environments. Professional behavior in class includes preparedness, punctuality with assignment submission, and active participation in all course activities. Professionalism is also demonstrated by a student's ability to cooperate and collaborate with colleagues and faculty in this course.

In addition, some information in this course will be sensitive by nature, it is important that students demonstrate ethical behavior in application of concepts and skills learned. Although there is no point value applied to professionalism, point values equivalent to 1 letter grade may be deducted from the overall course grade of any student who continually neglects to demonstrate professional behaviors.

Policy on the Recording of Lectures

Students enrolled in this course may record video or audio of class lectures for their own personal educational use. A class lecture is defined as a formal or methodical oral presentation as part of a university course intended to present information or teach students about a particular subject. Recording class activities other than class lectures, including but not limited to student presentations (whether individually or as part of a group), class discussion (except when incidental to and incorporated within a class lecture), labs, clinical presentations such as patient history, academic exercises involving student participation, test or examination administrations, field trips, and private conversations between students in the class or between a student and the lecturer, is prohibited. Recordings may not be used as a substitute for class participation or class attendance and may not be published or shared without the written consent of the faculty member. Failure to adhere to these requirements may constitute a violation of the University's Student Code of Conduct and/or the Code of Academic Integrity.

Attendance Policy

Students are expected to attend all of their scheduled University classes and to satisfy all academic objectives as outlined by the instructor. The effect of absences upon grades is determined by the instructor, and the University reserves the right to deal at any time with individual cases of non-attendance. Students are responsible for arranging to make up work missed because of legitimate class absence, such as illness, family emergencies, military obligation, court-imposed legal obligations or participation in University-approved activities. Examples of University-approved reasons for absences include participating on an athletic or scholastic team, musical and theatrical performances and debate activities. It is the student's responsibility to give the instructor notice prior to any anticipated absences and within a reasonable amount of time after an unanticipated absence, ordinarily by the next scheduled class meeting. Instructors must allow each student who is absent for a University-approved reason the opportunity to make up work missed without any reduction in the student's final course grade as a direct result of such absence.

Counseling and Psychological Services (CAPS) Center

Life as a university student can be challenging physically, mentally and emotionally. Students who find stress negatively affecting their ability to achieve academic or personal goals may wish to consider utilizing FAU's Counseling and Psychological Services (CAPS) Center. CAPS provides FAU students a range of services – individual counseling, support meetings, and psychiatric services, to name a few – offered to help improve and maintain emotional well-being. For more information, go to http://www.fau.edu/counseling/

Disability Policy

In compliance with the Americans with Disabilities Act Amendments Act (ADAAA), students who require reasonable accommodations due to a disability to properly execute coursework must register with Student Accessibility Services (SAS) and follow all SAS procedures. SAS has offices across three of FAU's

campuses – Boca Raton, Davie and Jupiter – however disability services are available for students on all campuses. For more information, please visit the SAS website at www.fau.edu/sas/.

Code of Academic Integrity

Students at Florida Atlantic University are expected to maintain the highest ethical standards. Academic dishonesty is considered a serious breach of these ethical standards, because it interferes with the university mission to provide a high-quality education in which no student enjoys an unfair advantage over any other. Academic dishonesty is also destructive of the university community, which is grounded in a system of mutual trust and places high value on personal integrity and individual responsibility. Harsh penalties are associated with academic dishonesty. For more information, see University Regulation 4.001.

Artificial Intelligence Policy: FAU recognizes the value of generative AI in facilitating learning. However, output generated by artificial intelligence (AI), such as written words, computations, code, artwork, images, music, etc., for example, is drawn from previously published materials and is not your own original work. FAU students are not permitted to use AI for any course work unless explicitly allowed to do so by the instructor of the class for a specific assignment.

Class policies related to AI use are decided by the individual faculty. Some faculty may permit the use of AI in some assignments but not others, and some faculty may prohibit the use of AI in their course entirely. In the case that an instructor permits the use of AI for some assignments, the assignment instructions will indicate when and how the use of AI is permitted in that specific assignment. It is the student's responsibility to comply with the instructor's expectations for each assignment in each course. When AI is authorized, the student is also responsible and accountable for the content of the work. AI may generate inaccurate, false, or exaggerated information. Users should approach any generated content with skepticism and review any information generated by AI before using generated content as-is. If you are unclear about whether or not the use of AI is permitted, ask your instructor before starting the assignment.

Failure to comply with the requirements related to the use of AI may constitute a violation of the Florida Atlantic Code of Academic Integrity, Regulation 4.001.

The use of AI to assist in work assigned in this specific course is encouraged for various purposes. The instructor hereby permits the use of AI to assist in work assigned for this course, unless the instructor expressly indicates AI is not permitted on a particular assignment. Use must be properly documented and cited per instructor guidelines (www.fau.edu/ai/citation).

Course Topical Outline

Period	Content	Readings	Assignment
Week 1	▪ Course Overview ▪ Foundations of AT ▪ Technology in Inclusive Education	• Ch 1. • CAST UDL Guidelines	▪ Application Activity 1 ▪ Quiz 1 ▪ Discussion Post
Week 2	▪ Legal Frameworks ▪ SETT Framework ▪ Law: IDEA, ADA and AT	▪ Ch. 13	▪ Application Activity 2 ▪ Quiz 2
Week 3	▪ UDL Principles ▪ Designing UDL Lessons	• Meyer et al., Ch 1-3	▪ Application Activity 3 ▪ Quiz 3
Week 4	▪ Communication and Sensory Supports ▪ AAC	▪ Ch 6, 11, & 12 ▪ Florida Sensory impairments guide	▪ Application Activity 4 ▪ Quiz 4
Week 5	▪ Literacy and Math Supports	▪ Ch. 2, 5	▪ Discussion Board 2 ▪ Application Activity 5 ▪ Quiz 5
Week 6	▪ AT for Behavior support & Data Collection	▪ Ch 7	▪ Application Activity 6 ▪ Quiz 6
Week 7	▪ AT for Transition	▪ Ch 6	▪ Application Activity 4 ▪ Quiz 7 ▪ CA Due
Week 8	▪ AI in Special Education ▪ Emerging Technology	▪ McMahon et al., 2024 ▪ Oh-young & Karlin, 2025	▪ Discussion Board 3

Online Resources

Name	Website	Description
AT & UDL Loan Library	https://www.at-udl.net/	Hands on resource hub for educators to borrow AT devices
Center for Applied Special Technology	www.cast.org	UDL guidelines and implementation tools
Center on Instruction	https://www.centeroninstruction.org	Resources regarding Common Core
CPalms	http://www.cpalms.org/Public/	Lesson planning and standards resources

Florida Department of Exceptional Education	http://www.fldoe.org/ese/	The Bureau of Exceptional Education and Student Services administers programs for students with disabilities. Additionally, the bureau coordinates student services throughout the state and participates in multiple inter-agency efforts designed to strengthen the quality and variety of services available to students with special needs.

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Appendix A: Guidelines Used in Developing Course Objectives