<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
<th>Catalog Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDGR 251: Principles of Universal Design for Learning</td>
<td>3</td>
<td>Provides an introduction to the UDL educational framework to explore strategies for educators and course designers to build UDL into lessons and assessments so all participants have equal opportunities to learn. A range of topics in UDL explore ways for practitioners to use the framework as a guide to design flexible curriculum in a variety of disciplines.</td>
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<tr>
<td>EDGR 252: Instructional Design and eLearning Practicum I</td>
<td>3</td>
<td>Provides an opportunity to demonstrate competence in applying concepts from instructional design, project management, and educational technology based on the results of a needs analysis in a field-based setting. Students will design an inclusive instructional intervention and present a model for an online or hybrid eLearning modality. Program project plan provides support for students' culminating projects/thesis.</td>
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<tr>
<td>EDBM 250: Education Research</td>
<td>3</td>
<td>Studies qualitative and quantitative methods in the development of reliable knowledge in the field of education. Includes identification and formulation of research problems, research designs and presentation of reports representative of different research strategies. Provides support for students' culminating projects/thesis.</td>
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<tr>
<td>EDGR 253: Instructional Design and eLearning</td>
<td>3</td>
<td>This course provides students with experiences to develop the knowledge, skills, and dispositions essential in the design of instruction that involves uses of inclusive technology for learning. Students will develop teaching and learning activities that may include webinars, parts of a course or workshop, online learning, or others with the instructor's approval. Students will explore and apply instructional design processes, the UDL framework, and theories for analysis, planning, and evaluation of equitable and inclusive learning experiences for diverse audiences.</td>
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<tr>
<td>EDGR 254: Instructional Design and eLearning Practicum II</td>
<td>3</td>
<td>Provides a continued opportunity to demonstrate competence incorporating concepts from instructional design, project management, and educational technology in the field-based program project. Students will develop, incorporate, and evaluate the effectiveness of applying the UDL principles to an instructional intervention. Project plan provides support for students' culminating projects/thesis.</td>
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<tr>
<td>EDGR 255: Multimedia and Advanced Applications for Inclusive Course Design</td>
<td>3</td>
<td>Examines technology and multimedia as the foundation for inclusive education strategies. Includes the necessity for accessible technology applications, web design, and learning materials. Explore strategies in which technology can be utilized in the development of inclusive learning materials.</td>
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<tr>
<td>EDGR 256: Aligning Culturally Responsive Education and UDL</td>
<td>3</td>
<td>Advanced study of effective and inclusive education design. Examine curriculum design through a culturally responsive lens in digital spaces where a diversity of voices are affirmed. Studies theories of learning, assessment, individual differences, cultural, historical, philosophical, and social/political influences. Students will utilize the UDL framework to anticipate barriers to learning for historically underrepresented communities.</td>
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<tr>
<td>EDGR 257: Culminating Experience</td>
<td>3</td>
<td>Student will evaluate the implementation of Program project. Culminating Exam will consist of an ePortfolio organized with program coursework artifacts. Student reflections of educational experiences through various program courses will be included.</td>
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<tr>
<td>Electives</td>
<td>6</td>
<td>BTSA/Induction and/or approved electives may be transferred</td>
</tr>
<tr>
<td>Total Units</td>
<td>30</td>
<td></td>
</tr>
</tbody>
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