

MPDL 631 - Understanding and Supporting Diverse Learners

This course is the part of the online professional certificate program in Learning Differences (LD) and Neurodiversity with a specialization in [Executive Function](#) offered by Landmark College.

Course Information

Course Description: This course, designed for both beginners and veteran education professionals, starts with an understanding of neuro-diversity, latest research findings on learning and executive function, and changes in legal mandates; and expands to incorporate application of evidence-based practices such as universal design for learning and coaching-like approaches for addressing executive function difficulties. Instructors bring a range of skills and expertise and work directly with participants to ensure that the course is relevant and valuable to their current and future professional roles.

Graduate Credit: Three graduate credits will be awarded per course for students achieving a grade of 80% or greater.

Format: This is an 8-week online course. Each week is a module which includes a variety of resources, readings, online discussions, and multi-media activities designed to engage participants in the course content. The course also includes **6 weekly online synchronous sessions** (video conferences) scheduled primarily in the evenings (Eastern Time). We will make every attempt to accommodate individual schedules, but participants should plan on attending at least 5 of the 6 synchronous sessions. The course uses Canvas as its Learning Management System (LMS). Registered participants will be provided with details to log on during the **week before the start of classes**.

Course Objectives

The course objectives align with professional standards in the field of LD, specifically the standards for special educators established by the Council for Exceptional Children (CEC). We have chosen to align to the “Advanced” set of Preparation Standards, as this higher-level set of standards more closely matches the level of content and expertise required of a graduate level course in the field. The CEC Advanced Preparation Standards are [linked here](http://www.cec.sped.org), or can be found on the CEC’s website: www.cec.sped.org.

Course Learning Objectives	CEC Advanced Preparation Standard
1. Articulate new and emerging understanding of neurodiversity and neuro-atypical profiles of learners, including awareness of neuro-plasticity and multiple perspectives on individual differences in Executive Function (EF) .	2.2, 2.3 5.4
2. Discuss current evidence-based findings on EF, and Landmark College's approach to addressing EF challenges among diverse learners.	2.3 3.1, 3.2, 3.3
3. Identify, evaluate, adapt, and apply the Landmark College (LC) model of EF supports , including LC's approach to academic advising, universal design pedagogies, first year seminar courses, geared towards meta-cognitive awareness and self-determination.	1.2 2.0 3.3 4.1, 4.2, 4.3
4. Articulate current legal mandates and their implications for students with executive function challenges, including understanding of EF accommodations, both in and out of the classroom.	3.3 6.1
5. Analyze the conceptual framework and principles of universal design as an approach to addressing executive function difficulties and its applications.	2.2, 2.3 3.2, 3.3, 3.4 4.2, 4.3 5.4
6. Describe the basic tenets of non-directive EF coaching as it applies to students with executive function difficulties and its application in multiple settings .	2.2, 2.3 3.3, 3.5 4.2 5.3, 5.4
7. Evaluate their own professional development within the context of this course with respect to practical applications and lessons learned .	3.3 6.0, 6.2, 6.4