

UDL and UD Provisions in Higher Education Opportunity Act

SEC. 103. ADDITIONAL DEFINITIONS.

(a) *Additional Definitions.*—

(23) **UNIVERSAL DESIGN.**--The term 'universal design' has the meaning given the term in section 3 of the Assistive Technology Act of 1998 (29 U.S.C. 3002).

(24) **UNIVERSAL DESIGN FOR LEARNING.**--The term 'universal design for learning' means a scientifically valid framework for guiding educational practice that--

((A) provides flexibility in the ways information is presented, in the ways students respond or demonstrate knowledge and skills, and in the ways students are engaged; and

((B) reduces barriers in instruction, provides appropriate accommodations, supports, and challenges, and maintains high achievement expectations for all students, including students with disabilities and students who are limited English proficient."

PART A--TEACHER QUALITY PARTNERSHIP GRANTS

SEC. 202. PARTNERSHIP GRANTS.

d) *Partnership Grants for Pre-Baccalaureate Preparation of Teachers.*--An eligible partnership that receives a grant to carry out an effective program for the pre-baccalaureate preparation of teachers shall carry out a program that includes all of the following

(1) **REFORMS.**--

((A) **IN GENERAL.**--Implementing reforms, described in subparagraph (B), within each teacher preparation program and, as applicable, each preparation program for early childhood education programs, of the eligible partnership that is assisted under this section, to hold each program accountable for--

((i) preparing—

(I) new or prospective teachers to be highly qualified (including teachers in rural school districts who may teach multiple subjects, special educators, and teachers of students who are limited English proficient who may teach multiple subjects);

((II) such teachers and, as applicable, early childhood educators, to understand empirically-based practice and scientifically valid research related to teaching and learning and the applicability of such practice and research, **including through the**

effective use of technology, instructional techniques, and strategies consistent with the principles of universal design for learning, and through positive behavioral interventions and support strategies to improve student achievement; and

SEC. 204. ACCOUNTABILITY AND EVALUATION.

: (a) *Eligible Partnership Evaluation.*--Each eligible partnership submitting an application for a grant under this part shall establish, and include in such application, an evaluation plan that includes strong and measurable performance objectives. The plan shall include objectives and measures for increasing—

(G) as applicable, the percentage of teachers trained--

“(i) to integrate technology effectively into curricula and instruction, including technology consistent with the principles of universal design for learning; and

“(ii) to use technology effectively to collect, manage, and analyze data to improve teaching and learning for the purpose of improving student academic achievement.

SEC. 205. ACCOUNTABILITY FOR PROGRAMS THAT PREPARE TEACHERS.

a) *Institutional and Program Report Cards on the Quality of Teacher Preparation.*--

“(1) **REPORT CARD.**--Each institution of higher education that conducts a traditional teacher preparation program or alternative routes to State certification or licensure program and that enrolls students receiving Federal assistance under this Act shall report annually to the State and the general public, in a uniform and comprehensible manner that conforms with the definitions and methods established by the Secretary, the following:

(F) **USE OF TECHNOLOGY.**--A description of the activities, including activities consistent with the principles of universal design for learning, that prepare teachers to integrate technology effectively into curricula and instruction, and to use technology effectively to collect, manage, and analyze data in order to improve teaching and learning for the purpose of increasing student academic achievement.

(b) *State Report Card on the Quality of Teacher Preparation.*--

“(1) **IN GENERAL.**--Each State that receives funds under this Act shall provide to the Secretary, and make widely available to the general public, in a uniform and comprehensible manner that conforms with the definitions and methods established by the Secretary, an annual State report card on the quality of teacher preparation in the

State, both for traditional teacher preparation programs and for alternative routes to State certification or licensure programs, which shall include not less than the following:

(K) A description of the activities that prepare teachers to--

``(i) integrate technology effectively into curricula and instruction, including activities consistent with the principles of universal design for learning; and

``(ii) use technology effectively to collect, manage, and analyze data to improve teaching and learning for the purpose of increasing student academic achievement.

PART B--ENHANCING TEACHER EDUCATION

SEC. 231. PROGRAM AUTHORIZED.

``(a) *Program Authority.*--The Secretary is authorized to award grants to, or enter into contracts or cooperative agreements with, eligible consortia to pay the Federal share of the costs of projects to--

(3) assess the effectiveness of departments, schools, and colleges of education at institutions of higher education in preparing teacher candidates for successful implementation of technology-rich teaching and learning environments, including environments consistent with the principles of universal design for learning, that enable kindergarten through grade 12 students to develop learning skills to succeed in higher education and to enter the workforce.

SEC. 232. USES OF FUNDS.

``(a) *In General.*--An eligible consortium that receives a grant or enters into a contract or cooperative agreement under this subpart shall use funds made available under this subpart to carry out a project that--

^(2) transforms the way departments, schools, and colleges of education teach classroom technology integration, including the principles of universal design, to teacher candidates.

(b) *Uses of Funds for Partnership Grants.*--In carrying out a project under subsection (a)(1), an eligible consortium shall—

(2) build the skills of teacher candidates to support technology-rich instruction, assessment and learning management in content areas, technology literacy, an understanding of the principles of universal design, and the development of other skills for entering the workforce;

SEC. 233. APPLICATION REQUIREMENTS.

“To be eligible to receive a grant or enter into a contract or cooperative agreement under this subpart, an eligible consortium shall submit an application to the Secretary at such time, in such manner, and containing such information as the Secretary may require. Such application shall include the following:

“(1) A description of the project to be carried out with the grant, including how the project will--

(B) transform the way departments, schools, and colleges of education teach classroom technology integration, **including the principles of universal design**, to teacher candidates.

Subpart 3--Preparing General Education Teachers to More Effectively Educate Students With Disabilities

“SEC. 251. TEACH TO REACH GRANTS.

(c) *Activities.*--An eligible partnership that receives a grant under this section--

“(1) shall use the grant funds to--

“(A) develop or strengthen an undergraduate, postbaccalaureate, or master's teacher preparation program by integrating special education strategies into the general education curriculum and academic content;

“(B) **provide teacher candidates participating in the program under subparagraph (A) with skills related to--**

“(i) response to intervention, positive behavioral interventions and supports, differentiated instruction, and data driven instruction;

“(ii) **universal design for learning;**

(iii) determining and utilizing accommodations for instruction and assessments;

“(iv) collaborating with special educators, related services providers, and parents, including participation in individualized education program development and implementation; and

“(v) appropriately utilizing technology and assistive technology for students with disabilities; and

“(C) provide extensive clinical experience for participants described in subparagraph (B) with mentoring and induction support throughout the program that continues during the first two years of full-time teaching; and

`Subpart 1--Demonstration Projects to Support Postsecondary Faculty, Staff, and Administrators in Educating Students With Disabilities

SEC. 762. GRANTS, CONTRACTS, AND COOPERATIVE AGREEMENTS AUTHORIZED.

(b) *Duration; Activities.*—

(2) **AUTHORIZED ACTIVITIES.**--A grant, contract, or cooperative agreement awarded under this subpart shall be used to carry out one or more of the following activities:

(A) **TEACHING METHODS AND STRATEGIES.**--*The development of innovative, effective, and efficient teaching methods and strategies, consistent with the principles of universal design for learning,* to provide postsecondary faculty, staff, and administrators with the skills and supports necessary to teach and meet the academic and programmatic needs of students with disabilities, in order to improve the retention of such students in, and the completion by such students of, postsecondary education. Such methods and strategies may include in-service training, professional development, customized and general technical assistance, workshops, summer institutes, distance learning, and training in the use of assistive and educational technology.

(G) **ACCESSIBILITY OF EDUCATION.**--Making postsecondary education more accessible to students with disabilities *through curriculum development, consistent with the principles of universal design for learning.*

`Subpart 3--Commission on Accessible Materials; Programs to Support Improved Access to Materials

SEC. 772. ESTABLISHMENT OF ADVISORY COMMISSION ON ACCESSIBLE INSTRUCTIONAL MATERIALS IN POSTSECONDARY EDUCATION FOR STUDENTS WITH DISABILITIES.

(b) *Duties of the Commission.*--

(C) **RECOMMENDATIONS.**--

(ii) **CONSIDERATIONS.**--In developing the recommendations under subparagraph (C), the Commission shall consider—

(V) solutions utilizing **universal design**;

SEC. 773. MODEL DEMONSTRATION PROGRAMS TO SUPPORT IMPROVED ACCESS TO POSTSECONDARY INSTRUCTIONAL MATERIALS FOR STUDENTS WITH PRINT DISABILITIES.

(f) *Required Activities.*--An eligible partnership that receives a grant or contract under this section shall use the grant or contract funds to carry out the following:

(1) Supporting the development and implementation of the following:

(G) Awareness, outreach, and training activities for faculty, staff, and students related to the acquisition and dissemination of instructional materials in specialized formats and instructional materials utilizing **universal design**.

Subpart 4--National Technical Assistance Center; Coordinating Center

SEC. 777. NATIONAL TECHNICAL ASSISTANCE CENTER; COORDINATING CENTER.

(4) **DUTIES.**--The duties of the National Center shall include the following:

(B) ASSISTANCE TO INSTITUTIONS OF HIGHER EDUCATION

(ii) development and provision of training modules for higher education faculty on exemplary practices for accommodating and supporting postsecondary students with disabilities across a range of academic fields, **which may include universal design for learning** and practices supported by the grants, contracts, or cooperative agreements authorized under subparts 1, 2, and 3; and