

MOLLOY UNIVERSITY
School of Education and Human Services
Department of Teacher Education

EDU 5900 46 - Differentiated Instruction: Supporting All Learners (3 credits)

Semester Year: Summer 2026

Instructor: Dr. Brian Trapani

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Office hours: Zoom or telephone (516-850-1059)

Course Description:

This course will evaluate ways to develop a learner profile for every student. Discussion and modeling of how to implement differentiated instructional (DI) strategies will occur. The course will maintain focus on approaches which will provide all students with the opportunity to succeed in any course and grade level. There will be an emphasis on the development of differentiated activities and assessments to help facilitate that success. Introduction to the Understanding by Design (UbD) and Universal Design for Learning (UDL) principles will be spotlighted.

The course participants will consider the various factors involved in identifying classroom demographics prior to considering the most appropriate instructional approaches to meet the needs of all learners.

Use of technology and instructional templates will be emphasized as course participants complete a unit plan, using the UbD Template, which allows each learner to succeed using differentiated strategies.

All necessary resources will be shared on Canvas.

***This course may be used as the first of three courses towards a certificate in XXX**

Shared Vision

The Molloy University Teacher Education faculty has derived its vision for the exemplary teacher from the University's mission statement, the four pillars of the Dominican tradition, comments and input from the Professional Education Unit's Advisory Board and degree

candidates as well as numerous faculty discussions rooted in the department's knowledge base which undergoes the initial and advanced programs' curriculum, pedagogy, and values.

The teaching professionals who complete Molloy's teacher preparation programs are distinguished by their ability to exemplify and promote core values in their own teaching. These values include:

- Belief that all children can learn
- Learner-centered and value-centered curriculum and pedagogy
- Ethics and spirituality
- Intellectual curiosity
- Independence and risk-taking, while promoting collective identity and responsibility
- Diversity, multiculturalism, and pluralism, including divergent thinking
- Passion for teaching
- Commitment to students and their communities
- Civic responsibility through the promotion of social justice and interdependence
- Commitment to democracy

Course Objectives:

- Develop an understanding of Universal Design for Learning (UDL) Principles
- Engage in discussion on How to Personalize Learning
- Participate in debate regarding if and how differentiated instructional techniques can work
- Develop a unit plan to showcase how all student needs can be met in a diverse learner profile

Course Format:

This course will be offered online through Canvas, Molloy's learning management system. The course will open two days before the start date and close one week after the last day of class. This section is offered XXXX (list dates). There will be daily activities and discussions that must be completed at the end of each day. Responses to the discussions will be due the following day by noon. An extra week will be allotted for the completion of the final project (due by XXXX)

Required Readings, Videos, and Other Materials:

All materials will be provided on Canvas throughout the course.

Course Requirements and Evaluation:

All assignments will be graded throughout the four-day course. Following the assignment requirements will be evaluated with full credit. The assignments will consist of a daily post on Canvas, a 3-4 slide presentation on "How to Personalize Learning" through UDL Principles and Guidelines, and a completed differentiated unit plan where the provided learner profile is considered in differentiating the unit plan.

Molloy University and School of Education and Human Services Policies and Supports:

Expectations of Academic Integrity for All Students

Honor Pledge and Academic Honesty Policy

Course Withdrawals

View [Withdrawal Policy](#) for potential financial implications

View [the Academic Calendar](#) and/or the course syllabus for the last day to withdraw dates

Incompletes

[Incompletes Policy](#)

Health and Wellness

[Student Health Services](#)

[Student Counseling Center \(SCC\)](#)

Center for Access and Disability (Access)
[Center for Access and Disability](#)

Technical Support
[Student Account, Technology and Canvas](#)

Ally for Canvas
[Supportive Tools and Resources/ Ally](#)

Use of Proctorio for Exams/Quizzes (if applicable)

[Proctorio Resources for Students](#)

Email Accounts

Students are to communicate via their Molloy e-mail account or via Canvas throughout the semester. Those who use a non-Molloy account may miss important messages. Students are responsible for responding to all methods of communication relating to this course in a timely fashion. Instructors will respond to emails from students within 24 hours. When/ if you email the instructor(s), please indicate what course you are in with the course number and section.

APA Manuscript Style

All manuscripts in the field of education are written in the style format of the American Psychological Association. Candidates in the Graduate Education Programs are required to purchase the Publication Manual of the American Psychological Association (7th ed.). (2010).

All papers written in every course must adhere to the manuscript prescriptions defined in this manual.