



**College of Education and Human Development
Division of Special Education and disAbility Research**

Spring 2015

EDAT 524 DL1: Universal Design for Learning

CRN: 17625, 3 - Credits

Instructor: Dr. Anna Evmenova	Meeting Dates: 1/20/2015 - 5/13/2015
Phone: 703-993-5256	Meeting Day(s): Asynchronous
E-Mail: aevmenov@gmu.edu	Meeting Time(s): Asynchronous
Office Hours: Tuesdays 3-4pm (via Blackboard Collaborate) or by appointment	Meeting Location: NET

***Note:** This syllabus may change according to class needs. Students will be advised of any changes immediately through George Mason e-mail and/or through Blackboard.*

Instructional Method

EDAT 524 is an asynchronous course. Using Blackboard, students are expected to complete assignments weekly and be engaged in course activities throughout the semester.

Course Description

Describes the foundations and principles of Universal Design for Learning (UDL). Focuses on teaching students with various disabilities, including those with learning disabilities from preschool to postsecondary education implementing software and other UDL strategies. Students have the opportunity to develop and implement UDL lesson plans. Field experience may be required. Hours of Lecture or Seminar per week: 3Hours of Lab or Studio per week: 0

Prerequisite(s): None

Co-requisite(s): None

Advising Contact Information

Please make sure that you are being advised on a regular basis as to your status and progress through your program. Mason M.Ed. and Certificate students should contact the Special

Education Advising Office at (703) 993-3670 for assistance. All other students should refer to their faculty advisor.

DELIVERY METHOD:

This course will be delivered online using an asynchronous format via the Blackboard learning management system (LMS) housed in the MyMason portal. You will log in to the Blackboard course site using your Mason email name (everything before “@masonlive.gmu.edu) and email password. Once you enter, select EDAT 524-DL1 course. Please plan to access Blackboard several times per week to see course announcements and weekly module activities. The weekly learning modules will run on a Tuesday through midnight Monday schedule. All new materials, readings, and assignments will be posted on Tuesday morning (by 10:00 am) and students will be expected to complete and submit due assignments by midnight on Monday. Readings, presentations, case studies, videos and additional appropriate materials will be provided under **Learning Modules** tab. Links to Discussions, Collaborations, and Assignments will be provided under Learning Modules. In order to facilitate interaction, the instructor will be available for office hours via **Blackboard Collaborate** or over the phone by appointment. In addition, **Frequently Asked Questions Blog** will be available to interact with each other and post questions, comments, resources related to the course.

TECHNICAL REQUIREMENTS:

To participate in this course, students will need the following resources:

- High-speed Internet access with a standard up-to-date browser, either Internet Explorer or Mozilla Firefox. Opera and Safari are not compatible with Blackboard;
- Consistent and reliable access to their GMU email and Blackboard, as these are the official methods of communication for this course
- Students may be asked to create logins and passwords on supplemental websites and/or to download trial software to their computer or tablet as part of the course requirements.
- The following software plug-ins for Pcs and Macs respectively, available for free downloading by clicking on the link next to each plug-in:
 - Adobe Acrobat Reader: <http://get.adobe.com/reader/>
 - Windows Media Player: <http://windows.microsoft.com/en-US/windows/downloads/windows-media-player>
 - Apple QuickTime Player: www.apple.com/quicktime/download/
- A headset microphone for use with the Blackboard Collaborate web conferencing tool

EXPECTATIONS:

- **Course Week:**
 - **Asynchronous:** Because online courses do not have a “fixed” meeting day, our week will **start** on **Tuesday** and **finish** on **Monday**. All new materials, readings, and assignments will be posted on Tuesday morning (by 10:00 am)

and students will be expected to complete and submit due assignments by midnight on Monday.

- **Log-in Frequency:**
 - **Asynchronous:** Students must actively check the course Blackboard site and their GMU email for communications from the instructor, at a minimum this should be 2 times per week.
- **Participation:** Students are expected to actively engage in all course activities throughout the semester, which include viewing of all course materials, completing course activities and assignments, and participating in course discussions and group interactions.
- **Technical Competence:** Students are expected to demonstrate competence in the use of all course technology. Students are expected to seek assistance if they are struggling with technical components of the course. Contact ITU (<http://itservices.gmu.edu/help.cfm>) at (703) 993-8870 or support@gmu.edu.
- **Technical Issues:** Students should expect that they could experience some technical difficulties at some point in the semester and should, therefore, budget their time accordingly. Late work will not be accepted based on individual technical issues.
- **Workload:** Expect to log in to this course **at least two times a week** to read announcements, participate in the discussions, and work on course materials. Remember, this course is **not** self-paced. There are **specific deadlines** and **due dates** listed in the **CLASS SCHEDULE** section of this syllabus to which you are expected to adhere. It is the student's responsibility to keep track of the weekly course schedule of topics, readings, activities and assignments due.

Netiquette: Our goal is to be **collaborative**, not combative. Experience shows that even an innocent remark in the online environment can be misconstrued. I suggest that you always re-read your responses carefully before you post them to encourage others from taking them as personal attacks. **Be positive in your approach to others and diplomatic with your words.** I will do the same. Remember, you are not competing with each other but sharing information and learning from one another as well as from the instructor.

Nature of Course Delivery

Learning activities include the following:

1. Class lecture and discussion
2. Participation in application activities
3. Software and hardware presentations
4. Group and independent laboratory activities and assignments
5. Video and other media supports
6. Research reviews and online class presentations

Field Experience Requirement

A Field Experience is a part of this course. Field Experiences may include observations of a school setting or case studies of individual students. Below are procedures that students need to follow based on their specific situation:

REQUIRED PROCEDURE FOR ALL STUDENTS ENROLLED IN THIS COURSE: Complete the online field experiences form [<http://cehd.gmu.edu/endorse/ferf>] at the beginning of the semester (if not before) and complete the information requested **REGARDLESS** if you need assistance in 'finding' an individual for the project/case study or not. This information is required by the state.

OPTION 1: Request a placement online through the Clinical Practice Office

- Complete the online request form and indicate that you need George Mason (Clinical Practice Specialist) to arrange a field placement, (including observations and/or case studies). It is important that you do this within the first two classes so that the field placement office has sufficient time to find a placement for you.

OPTION 2: Arrange for your own placement and complete the online field placement form indicating that you do not need assistance finding a placement due to one of the following situations:

- a. I will arrange my own field experiences (observations and/or case studies) because I am a full-time contracted school system employee and will complete field experience at my workplace.
- b. I will arrange my own field experiences (observations and/or case studies) because I am conducting a case study or individualized child portfolio with an individual outside of the school system. (Note: It is not recommended that you work with your own child.)
- c. I will arrange my own placement for my field experiences, (including observations and/or case studies) because my instructor has offered access to a student(s) inside of a school system. (Note: an email from the host teacher and the administrator is required to be sent to cuanseru@gmu.edu. The email serves as documentation of the approval. The administrators must approve all visitors in their school.)

If you are a consortium student that does not attend GMU, please complete the GMU online field placement form. Select an item from one of those listed in Option 2. You need to make sure that you follow the procedures for field placement at your university to identify a placement or report that you have a placement. Contact your faculty liaison for more information.

Learner Outcomes

Upon completion of this course, students will be able to:

- Define similarities and differences in human development as well as major issues and concerns for individuals with disabilities, including those with learning disabilities to participate in general education curriculum.
- Identify and understand different principles of UDL.

- Describe and discuss no technology to high technology tools and strategies available for multiple means of representation, engagement, and expression in the general academic curriculum.
- Identify a repertoire of evidence-based UDL resources to use with students with various disabilities in order to make the curriculum more accessible.
- Develop a lesson plan selecting instructional materials that meet the standards of UDL as well as individual and environmental needs, personal interests, preferences, values, and cultural influences.
- Describe and discuss the standards of UDL to be used for monitoring outcomes of interventions and reevaluations.

Required Textbooks

Hall, T. E., Meyer, A., & Rose, D. H. (2012). *Universal Design for Learning in the classroom: Practical Applications*. New York, NY: The Guilford Press. ISBN-10: 1462506313

Nelson, L. L. (2014). *Design and deliver. Planning and Teaching Using Universal Design for Learning*. Baltimore: Paul S. Brookes

Digital Library Option

The Pearson textbook(s) for this course **may be** available as part of the **George Mason University Division of Special Education and disAbility Research Digital Library**. Please note that not all textbooks are available through this option. Visit the links below before purchasing the digital library to ensure that your course(s) text(s) are available in this format. The division and Pearson have partnered to bring you the Digital Library; a convenient, digital solution that can save you money on your course materials. The Digital Library offers you access to a complete digital library of **all Pearson textbooks** and MyEducationLabs used across the Division of Special Education and disAbility Research curriculum at a low 1-year or 3-year subscription price. Access codes are available in the school bookstore. Please visit <http://gmu.bncollege.com> and search the ISBN. To register your access code or purchase the Digital Library, visit:

<http://www.pearsoncustom.com/va/gmu/digitallibrary/education/index.html>

- 1 year subscription \$200 ISBN-13: 9781269541411
- 3 years subscription \$525 ISBN-13: 9781269541381
- Individual e-book(s) also available at the bookstore link above or at <http://www.pearsoncustom.com/va/gmu/digitallibrary/education/index.html>

Recommended Textbooks

Rose, D. & Meyer, A. (2002). *Teaching every student in the digital age: Universal design for learning*. Alexandria, VA: Association for Supervision and Curriculum Development. Available online for FREE at <http://www.cast.org/teachingeverystudent/>

Required Resources

Center for Universal Design (2011). *Principles of universal design*. Retrieved from North Carolina State University Web Site: <http://design-dev.ncsu.edu/openjournal/index.php/redlab/article/viewFile/130/79>

Additional Readings (will be provided by the instructor)

Burgstahler, S. E., & Cory, R. C. (2008). *Universal design in higher education: From principles to practice*. Cambridge, MA: Harvard Education Press. ISBN-10: 1891792903

Coombs, N. (2010). *Making online teaching accessible: Inclusive course design for students with disabilities*. San Francisco, CA: John Wiley & Sons, Inc.

Additional readings relevant to the Universal Design for Learning research and practice will be provided by the instructor. Readings may include chapters, journal articles, web sites, video clips, audio clips (e.g., podcasts), and slide shows.

Course Relationships to Program Goals and Professional Organizations

This course is part of the George Mason University, Graduate School of Education (GSE), Assistive Technology Program. The Assistive Technology Program has developed program specific standards in accordance with NCATE requirements. The Assistive Technology Program Standards incorporate several elements within the professional standards from the Council for Exceptional Children (CEC), while also expanding upon them to meet the specific needs related assistive technology. The primary AT Program standards that will be addressed in this class include the following: Standard 2: Knowledge and Skills and Standard 4: Practical Experience
*NOTE: NCATE Assessments (in many but not all courses) may address additional AT Program standards.

GMU POLICIES AND RESOURCES FOR STUDENTS:

- a. Students must adhere to the guidelines of the George Mason University Honor Code [See <http://oai.gmu.edu/the-mason-honor-code/>].
- b. Students must follow the university policy for Responsible Use of Computing [See <http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/>].
- c. Students are responsible for the content of university communications sent to their George Mason University email account and are required to activate their account and check it regularly. All communication from the university, college, school, and program will be sent to students solely through their Mason email account.
- d. The George Mason University Counseling and Psychological Services (CAPS) staff consists of professional counseling and clinical psychologists, social workers, and counselors who offer a wide range of services (e.g., individual and group counseling, workshops and outreach programs) to enhance students' personal experience and academic performance [See <http://caps.gmu.edu/>].

- e. Students with disabilities who seek accommodations in a course must be registered with the George Mason University Office of Disability Services (ODS) and inform their instructor, in writing, at the beginning of the semester [See <http://ods.gmu.edu/>].
- f. Students must follow the university policy stating that all sound emitting devices shall be turned off during class unless otherwise authorized by the instructor.
- g. The George Mason University Writing Center staff provides a variety of resources and services (e.g., tutoring, workshops, writing guides, handbooks) intended to support students as they work to construct and share knowledge through writing [See <http://writingcenter.gmu.edu/>].

PROFESSIONAL DISPOSITIONS

Students are expected to exhibit professional behaviors and dispositions at all times.

CORE VALUES COMMITMENT

The College of Education & Human Development is committed to collaboration, ethical leadership, innovation, research-based practice, and social justice. Students are expected to adhere to these principles. [See <http://cehd.gmu.edu/values/>]

For additional information on the College of Education and Human Development, Graduate School of Education, please visit our website [See <http://gse.gmu.edu/>]

Course Policies & Expectations

Attendance.

This class does not require any face-to-face or synchronous meetings. However, students are expected to actively engage in all course activities throughout the semester, which include viewing of all course materials, completing course activities and assignments, and participating in course discussions and group interactions.

Late Work.

All activities must be submitted via Blackboard *on or before* the due date. **In fairness to students who make the effort to submit work on time, points will be deducted from your grade for late assignments. Assignments will not be accepted more than 3 days late unless prior arrangements with the instructor have been made.** Allow additional time for as well as plan for additional participation during activities that require constructive feedback.

Additional Materials.

Throughout the course students may be asked to download trial versions of assistive technology software. Detailed instructions will be provided by the instructor. Also, it is recommended for students to save their work **in 2 different places**. Students may choose to use a USB drive (thumb drive) to back up their work.

TaskStream Submission

Every student registered for any Special Education course with a required performance-based assessment is required to submit this assessment, (*NO ASSESSMENT REQUIRED FOR THIS COURSE*) (regardless of whether a course is an elective, a onetime course or part of an undergraduate minor). Evaluation of the performance-based assessment by the course instructor will also be completed in TaskStream. Failure to submit the assessment to TaskStream will result in the course instructor reporting the course grade as Incomplete(IN). Unless the IN grade is changed upon completion of the required TaskStream submission, the IN will convert to an F nine weeks into the following semester.

If you have never used TaskStream before, you **MUST** use the login and password information that has been created for you. This information is distributed to students through GMU email, so it is very important that you set up your GMU email. For more TaskStream information, go to <http://cehd.gmu.edu/api/taskstream>.

Grading Scale

- 95-100% = A
- 90-94% = A-
- 87-89% = B+
- 83-86% = B
- 80-82% = B-
- 70-79% = C
- < 70% = F

Evaluation will be based upon a point system. The point value for each assignment is as follows:

Learning Module Activities and Reflections	90
UDL Research Review	30
UDL Resource Notebook.....	60
UDL Instructional Plan Project.....	120
TOTAL POINTS.....	300

Requirements	Points	Percent
Learning Module Activities and Reflections	90	30%
UDL Research Review	30	10%
UDL Resource Notebook	60	20%
UDL Instructional Plan Project	120	40%
Total	300	100%

Assignments

Performance-based Assessment (TaskStream submission required).

N/A

Below is a brief description of the course assessments. More information will be provided prior to each activity/assignment.

Performance-based Common Assignments (No TaskStream submission required).

1. **UDL Instructional Plan Project (120 points)**: Students will identify a classroom (K-12, postsecondary, or online) to observe and evaluate the existing curriculum/lesson plan using UDL standards. Video case studies will be offered if classroom observations are not possible. Students will create a UDL instruction plan for designing and implementing UDL principles within an existing curriculum/lesson plan. The UDL instructional plan will include the following:
 - a. Curriculum/Lesson Plan Overview
Students will provide a description of the curriculum/lesson plan. The description should include the goals, instructional elements and activities as well as the explanation of the environment in which the curriculum/lesson plan takes place.
 - b. User Characteristics & Needs
Students will provide a rationale for selecting the UDL guidelines and standards to match the characteristics of learners. A listing of the learners' prerequisite skills as well as the needs they have for potentially using UDL strategies will be outlined.
 - c. UDL Plan
Students will identify the UDL standards addressed in an existing curriculum/lesson plans as well as propose additional UDL strategies that could enhance the learning opportunities for identified learners. The plan should integrate a variety of instructional and assistive technology to offer multiple means of representation, engagement, and expression for students accessing general education curriculum in K-12 or postsecondary settings.
 - d. Customized Training
Students will design a training to introduce the UDL plan to the teacher/instructor. The plan should include: goals of the 1 hour training; objectives for each section or topic being trained and allocated timeframe for each; a listing of training materials; procedural steps for the training that integrate evidence-based strategies and data collection; and additional resources for the user to take with them following the training.
 - e. Demonstration
Candidate records a 2-3 minute video documenting a portion of the training that shows the candidate demonstrating the UDL Plan. The video will accompany the UDL Plan write-up as evidence the candidate has proficiency in the use of the UDL principles and strategies.

NOTE: The following FREE software programs can be used to create narrated presentations/videos:

- iMovie built into Mac; MovieMaker built into PC

- Recording narration in PowerPoint 2007/2010 (Slide Show tab >> Record Narration)
- Jing (<http://www.techsmith.com/jing/>) - videos of what you see on the computer monitor
- Screenjelly (<http://www.screenjelly.com/>) - create videos by capturing the screen
- Screen-O-Matic (<http://screencast-o-matic.com/>) - online screen recorder
- Screen Toaster (<http://www.screentoaster.com/>) - capture videos of onscreen actions

f. Reflection

Candidate provides a reflection on the implementation of the training from both the candidate/instructor and the user/student perspective. The reflection will also include of a listing of what would be done differently if the training were repeated, what steps should be taken if additional training was needed and what potential professional development needs that the candidate/trainer might require to provide additional training.

g. Community Impact

Candidate discusses the potential impact their UDL strategies could have on individuals with disabilities and various learning preferences and needs.

Other Assignments.

2. **Learning Module Activities and Reflections – 90 points (5-10 points each):** Students will participate in various activities in order to explore various applications of Universal Design for Learning. Activities will include introduction forum, various technology tools explorations, UDL evaluation project, as well as others. Detailed descriptions and step-by-step instructions for each module activities will be provided by the instructor and posted in the corresponding Learning Module. Students will also complete class textbook and article readings, watch various inspirational videos, and review specific websites during each Learning Module. Each week students will be asked to post **ONE** thoughtful reflection connecting the information from the module to their personal experiences and ideas. Students will also be asked to provide a meaningful response to at least **ONE** of their classmates. The feedback may focus on ways to improve/enhance the reflection ideas; it may provide ideas on further ways to use assistive technology; it may describe real life situations when these or similar ideas have been used as well as their outcomes.
3. **UDL Research Review - 30 points:** Students will summarize two-three (2-3) journal articles that explore the effectiveness and applications of Universal Design for Learning. Papers chosen for this requirement must be from peer-reviewed published journals (no ERIC documents!) and should be data-based examinations of issues relevant to the UDL implementation in K-12 or postsecondary environments. A research study includes a “methods” section and a “results” section. The purpose of this assignment is **twofold**: **first**, to identify research-based findings that are relevant to the outcomes of the UDL principle and **second**, to distill the major points of the articles to a concise summary.
The paper should include (a) an introduction to the UDL environments addressed in the articles (1-2 paragraphs); (b) APA 6.0 style citation for each article; (c) one-page summary AND critique of major research components for each article (2-3 pages total); and (d) finally, a conclusion that ties together the summaries of findings as an action plan for facilitating UDL principles and standards in the identified environments (1-2 pages).

4. **UDL Resource Notebook - 60 points:** Throughout the semester, students will compile UDL resources of their choice that would be useful for teaching a target population. Students will research and collect resources in the categories described below to address abilities and needs of the target population. Students may choose to conduct this assignment individually or in groups. All resources will be compiled in one course electronic resource notebook. At a minimum, the electronic resource notebook will include the following pages:

- UDL and English/Language Arts
- UDL and Mathematics
- UDL and Science and/or Social Studies
- Web Resources and Organizations
- Empirical Research on UDL

Schedule

PROPOSED CLASS SCHEDULE **Tentative Class Topics and Due Dates**

(Subject to change in attempt to be responsive to new developments in the field as well as class pace and interests. Changes in the class schedule will be communicated via Blackboard announcements and emails)

Date	Learning Module	Textbook Readings*, Weekly Activities & Assignments Due
Week 1	Learning Module 1 Foundations and principles of UDL; Major issues and concerns for individuals with disabilities to participate in general education curriculum	Hall, Meyer, & Rose (2012) - Chapter 1 Center for Universal Design (2011) Learning Module 1 Activities
Week 2 Week 3	Learning Module 2 UDL standards and guidelines for research and practice	Hall, Meyer, & Rose (2012) - Chapter 2 Nelson (2014) – Chapters 1 and 2 Learning Module 2 Activities
Week 4	Learning Module 3 Multiple means of representation: Providing access to print text (adapting books and instructional materials)	Hall, Meyer, & Rose (2012) - Chapter 3 Learning Module 3 Activities UDL Research Review Due
Week 5	Learning Module 4 Multiple means of engagement: Enhancing basic operations and problem-solving in math	Hall, Meyer, & Rose (2012) - Chapter 6 Learning Module 4 Activities

Week 6	Learning Module 5 Multiple means of action and expression: Enhancing writing process for individuals with disabilities	Hall, Meyer, & Rose (2012) - Chapter 4 Learning Module 5 Activities Lesson Plan Overview Due
Week 7 Week 8	Learning Module 6 Universal Design for Learning: Enhancing science and social studies instruction	Hall, Meyer, & Rose (2012) - Chapters 5 and 7 Learning Module 6 Activities
Week 9 Week 10	Learning Module 7 Universal Design for Learning in online education	Coombs (2010) - Chapters 1 and 2 Learning Module 7 Activities
Week 11	Learning Module 8 Universal Design for Learning in postsecondary education	Burgstahler & Cory (2008) - Chapters 3 (will be provided by the instructor) Learning Module 8 Activities UDL Portfolio Due
Week 12	Learning Module 9 Universal Design for Learning and student progress monitoring	Nelson (2014) – Chapter 5 Learning Module 9 Activities
Week 13 Week 14	Learning Module 10 Designing the UDL curriculum	Hall, Meyer, & Rose (2012) – Chapter 10 Nelson (2014) – Chapters 6 and 7 Learning Module 10 Activities UDL Lesson Plan Draft Due
Week 15	Learning Module 11 Final Project Presentations	Learning Module 11 Activities UDL Instructional Plan Project Due

* Additional readings and resources will be provided by the instructor for each Learning Module.

Appendix

UDL Instructional Plan Project Rubric

	Does Not Meet Expectations 1	Meets Expectations 2	Exceeds Expectations 3
Curriculum/Lesson Plan Overview AT Program Standard 2	Candidate fails to describe an existing curriculum/lesson plan that is offered to learners with various needs including those with disabilities.	Candidate describes an existing curriculum/lesson plan in details including goals, instructional elements and activities.	Candidate describes an existing curriculum/lesson plan that is offered to learners with various needs including those with disabilities including goals,, instructional elements

			and activities, as well as the environment in which it takes place.
User Characteristics and Needs AT Program Standard 1	Candidate fails to identify specific and related characteristics of users who could benefit from UDL strategies and/or fails to consider how issues of human diversity can impact individuals, families, communities, and cultures, and how these complex human issues can interact with issues in the delivery of UDL curriculum.	Candidate identifies specific characteristics of users who could benefit from the UDL strategies. Candidate considers how issues of human diversity can impact individuals, families, communities, and cultures, and how these complex human issues can interact with issues in the delivery of UDL curriculum.	Candidate identifies specific characteristics of users who could benefit from the UDL strategies based on their understanding of exceptional conditions or other human factors. Candidate considers how issues of human diversity can impact individuals, families, communities, and cultures, and how these complex human issues can interact with issues in the delivery of UDL curriculum.
UDL Plan AT Program Standards 2 & 3	Candidate does not identify the UDL standards addressed in an existing curriculum/lesson plans. Candidate fails to identify and match additional UDL strategies based on individual and environmental needs. Candidate's plans to implement and monitor outcomes of interventions are limited and do not necessarily plan to reevaluate and adjust the system as needed. Candidate fails to utilize evidence-based	Candidate identifies the UDL standards addressed in an existing curriculum/lesson plans. Candidate identifies and match additional UDL strategies based on individual and environmental needs. Candidate develops and report plans to implement and monitor outcomes of interventions and reevaluate and adjust the system as needed. Candidate utilizes evidence-based strategies to develop personalized supports	Candidate identifies the UDL standards addressed in an existing curriculum/lesson plans. Candidate identifies and match additional UDL strategies based on individual and environmental needs while also considering personal interests, preferences, values and cultural influences. Candidate develops and report plans to implement and monitor outcomes of interventions and reevaluate and adjust the system as needed.

	strategies to develop personalized supports for individuals with exceptional needs.	for individuals with exceptional needs.	Candidate utilizes evidence-based UDL strategies to develop personalized supports for individuals with various abilities, needs, and learning preferences.
Customized Training Implementation AT Program Standard 4	Candidate fails to apply knowledge and skills to identify specific user needs, develop UDL strategies that are meaningful and useful to individuals with various abilities, needs, and learning preferences.	Candidate applies knowledge and skills to identify user needs, develop UDL strategies that are meaningful and useful to individuals with various abilities, needs, learning preferences, their families, and/or their community of support.	Candidate applies knowledge and skills to identify user needs, develop a range of UDL tools and strategies that are meaningful and useful to individuals with various abilities, needs, learning preferences as well as their families, and community of support.
Demonstration AT Program Standard 2	Candidate does not demonstrate knowledgeable of and proficiency in use of UDL strategies and tools.	Candidate is knowledgeable of and demonstrates proficiency in use of UDL strategies and tools.	Candidate is knowledgeable of and demonstrates proficiency in use of tools and evidence-based strategies to develop universally designed environments
Reflection AT Program Standard 5	Candidate fails to promote and advocate for the benefits of continued implementation of UDL tools and strategies for individuals with various abilities, needs, and learning preferences. Candidate fails to identify specific and relevant professional development	Candidate promotes and advocate for the benefits of continued implementation of UDL tools and strategies for individuals with various abilities, needs, and learning preferences. Candidate identifies ongoing professional development opportunities to acquire knowledge	Candidate promotes and advocate for the benefits of continued implementation of UDL tools and strategies for individuals with various abilities, needs, and learning preferences. Candidate identifies ongoing professional development to acquire knowledge and skills about new

	opportunities to acquire knowledge and skills about new developments in UDL.	and skills about new developments in UDL.	developments in UDL, which may include participation in activities of professional organizations relevant to the field of assistive technology.
Community Impact AT Program Standard 1	Candidate provides a limited discussion that does not specifically address the impact UDL can have on individuals with various abilities, needs, and learning preferences within various cultures and communities.	Candidate discusses the impact UDL can have on individuals with various abilities, needs, and learning preferences within various cultures and communities.	Candidate discusses the impact UDL can have on individuals with various abilities, needs, and learning preferences and their families within various diverse cultures and communities.