



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

Spring 2017

EDAT 524: Universal Design for Learning

3-Credits

Section DL1; CRN: 13482

Section 6S1; CRN: 22014

<b>Instructor:</b> Dr. Anna (Any) Evmenova	<b>Meeting Dates:</b> 01/23/17 – 05/17/17
<b>Phone:</b> 703-993-5256	<b>Meeting Day(s):</b> Asynchronous
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<b>Office Hours:</b> Tuesday 4-5pm or by appointment	<b>Meeting Location:</b> Internet
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Note: This syllabus may change according to class needs. Teacher Candidates/Students will be advised of any changes immediately through George Mason e-mail and/or through Blackboard.

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### **Course 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 technology-based and other UDL strategies. Applies UDL principles to the design of accessible instructional materials. Students have the opportunity to develop and implement UDL lesson plans.

Schedule Type: LEC

Hours of Lecture or Seminar per week: 3

Hours 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 teacher candidates/students should contact the Special Education Advising Office at (703) 993-3670 for assistance. All other teacher candidates/students should refer to their faculty advisor.

### **Course Delivery Method**

Learning activities include the following:

1. Class lecture and discussion
2. Application activities
3. Software and hardware presentations
4. Small group activities and assignments
5. Video and other media supports
6. Research and presentation activities
7. Direct AT service interactions

This course will be delivered online (76% or more) using **asynchronous** format via Blackboard Learning Management system (LMS) housed in the MyMason portal (<http://mymason.gmu.edu>). You will log in to the Blackboard (Bb) course site using your Mason email name (everything before @masonlive.gmu.edu) and email password. The course site will be available on Monday, January 23<sup>rd</sup>, 2017. The course will run on a **Wednesday through Wednesday schedule**. All new materials, readings, and assignments will be posted on Wednesday morning and students will be expected to complete and submit due assignments by 10:00am on Wednesday. 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 as well. 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. Finally, a few optional **UDL Google Hangouts** will be scheduled throughout the semester.

**Under no circumstances, may candidates/students participate in online class sessions (either by phone or Internet) while operating motor vehicles. Further, as expected in a face-to-face class meeting, such online participation requires undivided attention to course content and communication.**

### *Technical Requirements*

To participate in this course, students will need to satisfy the following technical requirements:

- High-speed Internet access with a standard up-to-date browser, either Internet Explorer or Mozilla Firefox is required (note: Opera and Safari are not compatible with Blackboard).
- Students must maintain consistent and reliable access to their GMU email and Blackboard, as these are the official methods of communication for this course.
- Students will need a headset microphone for use with the Blackboard Collaborate web conferencing tool (if needed for Office Hours).
- Students will be asked to create logins and passwords on supplemental websites and/or to download trial software to their computer or tablet as part of course requirements.
- The following software plug-ins for PCs and Macs, respectively, are available for free download:
  - Adobe Acrobat Reader: <https://get.adobe.com/reader/>
  - Windows Media Player: <https://windows.microsoft.com/en-us/windows/downloads/windows-media-player/>
  - Apple Quick Time Player: [www.apple.com/quicktime/download/](http://www.apple.com/quicktime/download/)

### *Expectations*

- **Course Week:**  
Because asynchronous courses do not have a “fixed” meeting day, our week will start on Wednesday and finish on Wednesday morning. All new materials, readings, and assignments will be posted on Wednesday morning and students will be expected to complete and submit due assignments by 10:00 am on Wednesday.
- **Log-in Frequency:**  
Students must actively check the course Blackboard site and their GMU email for communications from the instructor, class discussions, and/or access to course materials at least **2** times per week.
- **Participation:**  
Students are expected to actively engage in all course activities throughout the semester, which includes viewing 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 who are struggling with technical components of the course are expected to seek assistance from the instructor and/or College or University technical services.
- **Technical Issues:**  
Students should anticipate some technical difficulties during the semester and should, therefore, budget their time accordingly. Late work will not be accepted based on individual technical issues. Contact ITU (<http://itservices.gmu.edu/help.cfm>) at (703) 993-8870 or [support@gmu.edu](mailto:support@gmu.edu).
- **Workload:**

Please be aware that this course is **not** self-paced. Students are expected to meet *specific deadlines* and *due dates* listed in the **Class Schedule** section of this syllabus. It is the student's responsibility to keep track of the weekly course schedule of topics, readings, activities and assignments due.

- **Instructor Support:**

Students may schedule a one-on-one meeting to discuss course requirements, content or other course-related issues. Those unable to come to a Mason campus can meet with the instructor via telephone or web conference. Students should email the instructor to schedule a one-on-one session, including their preferred meeting method and suggested dates/times.

- **Netiquette:**

The course environment is a collaborative space. Experience shows that even an innocent remark typed in the online environment can be misconstrued. Students must always re-read their responses carefully before posting them, so as others do not consider them as personal offenses. *Be positive in your approach with others and diplomatic in selecting your words.* Remember that you are not competing with classmates, but sharing information and learning from others. All faculty are similarly expected to be respectful in all communications.

- **Accommodations:**

Online learners who require effective accommodations to insure accessibility must be registered with George Mason University Disability Services.

## **Learner Outcomes**

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

1. 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.
2. Identify and understand different principles of UDL.
3. 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.
4. Identify a repertoire of evidence-based UDL resources to use with teacher candidates/students with various disabilities in order to make the curriculum more accessible.
5. Create accessible instructional products and materials, including Word and PDF documents.
6. 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.
7. Describe and discuss the standards of UDL to be used for monitoring outcomes of interventions and reevaluations.

## **Course Relationship 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.

## **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

## **Recommended Textbooks**

American Psychological Association. (2010). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: Author.

Meyer, A., Rose, D.H., & Gordon, D. (2014). *Universal design for learning: Theory and practice*. Wakefield, MA: CAST Professional Publishing.

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

## **Required Resources**

CAST website: [www.cast.org](http://www.cast.org)

National Center on Universal Design for Learning: [www.udlcenter.org](http://www.udlcenter.org)

**Additional Materials:** Throughout the course students may be asked to download trial versions of instructional/mobile/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**.

## **Additional Readings**

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 Performance Evaluation**

Students are expected to submit all assignments on time in the manner outlined by the instructor (e.g., Blackboard, Tk20, hard copy).

### **Tk20 Performance-Based Assessment Submission Requirement**

It is critical for the special education program to collect data on how our students are meeting accreditation standards. Every teacher candidate/student registered for an EDSE course with a required Performance-based Assessment (PBA) is required to upload the PBA to Tk20 (regardless of whether a course is an elective, a one-time course or part of an undergraduate minor). A PBA is a specific assignment, presentation, or project that best demonstrates one or more CEC, InTASC or other standard connected to the course. A PBA is evaluated in two ways. The first is for a grade, based on the instructor's grading rubric. The second is for program accreditation purposes. Your instructor will provide directions as to how to upload the PBA to Tk20.

For EDAT 524, the required PBA is (NO ASSESSMENT REQUIRED FOR THIS COURSE). Failure to submit the assignment to Tk20 will result in reporting the course grade as Incomplete (IN). Teacher candidates/students have until five days prior to the University-stated grade change deadline to upload the required PBA in order to change the course grade. When the PBA is uploaded, the teacher candidate/student is required to notify the instructor so that the "IN" can be changed to a grade. If the required PBA is not uploaded five days prior to the University-stated grade change deadline and, therefore, the grade not changed, it will become an F. Please check to verify your ability to upload items to Tk20 before the PBA due date.

### **Assignments**

#### **Performance-based Assessment (Tk20 submission required)**

None

#### **College Wide Common Assessment (Tk20 submission required)**

None

#### **Performance-based Common Assignments (No Tk20 submission required.)**

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

### **UDL Instructional Plan Project (120 points)**

Students will identify a classroom/environment (K-12, postsecondary, online, professional development) to observe and evaluate the existing curriculum/lesson plan/training 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/Training Overview

Students will provide a description of the curriculum/lesson plan/training. The description should include the goals, instructional elements and activities as well as the explanation of the environment in which the curriculum/lesson plan/training 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 plan/training 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. Demonstration

Candidate records a 3-5 minute video documenting that the candidate can demonstrate a portion of the UDL Plan. The video will accompany the UDL Plan write-up as evidence that 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

e. Reflection

Candidate provides a reflection on the UDL Plan. The reflection will also include recommendations for resources and potential professional development opportunities for the UDL Plan implementer. Potential impact that the UDL strategies might have on individuals with various learning preferences and needs will also be discussed.

## **Other Assignments**

### **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 educational and inspirational videos, and review specific websites during each Learning Module. Some weeks, 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/instructional technology; it may describe real life situations when these or similar ideas have been used as well as their outcomes.

### **UDL Research Review (30 points)**

Students will find and summarize a journal article that explores the effectiveness and applications of Universal Design for Learning in various environments. 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 various environments (e.g., K-12, postsecondary, professional 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 principles and **second**, to critically explore and summarize the “state of the practice” of UDL.

### **UDL Resource Notebook (60 points)**

Throughout the semester, students will compile UDL resources of their choice that would be useful for teaching/working with a target population. Students will research and collect resources in various categories 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. The electronic resource notebook might include the following pages:

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



## **Course Policies and Expectations**

### **Attendance/Participation**

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. A series of UDL Google Hangouts will be scheduled during the semester in order to facilitate discussions about UDL, but the attendance will be optional.

### **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.

### **Grading Scale**

95-100% = A  
90-94% = A-  
87-89% = B+  
83-86% = B  
80-82% = B-  
70-79% = C  
< 69% = F

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

Learning Module Activities and Reflections .....	90 (30%)
UDL Research Review .....	30 (10%)
UDL Resource Notebook.....	60 (20%)
UDL Instructional Plan Project.....	120 (40%)
<b>TOTAL POINTS.....</b>	<b>300 (100%)</b>

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Note: The George Mason University Honor Code will be strictly enforced. Students are responsible for reading and understanding the Code. “To promote a stronger sense of mutual responsibility, respect, trust, and fairness among all members of the George Mason University community and with the desire for greater academic and personal achievement, we, the student members of the university community, have set forth this honor code: **Student members of the George Mason University community pledge not to cheat, plagiarize, steal, or lie in matters related to academic work.**” Work submitted must be your own or with proper citations (see <http://oai.gmu.edu/the-mason-honor-code/>).

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### **Professional Dispositions**

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

### **Core Values Commitment**

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

### **GMU Policies and Resources for Students**

#### **Policies**

- Students must adhere to the guidelines of the Mason Honor Code (see <http://oai.gmu.edu/the-mason-honor-code/>).
- Students must follow the university policy for Responsible Use of Computing (see <http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/>).
- Students are responsible for the content of university communications sent to their Mason 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.
- Students with disabilities who seek accommodations in a course must be registered with George Mason University Disability Services. Approved accommodations will begin at the time the written letter from Disability Services is received by the instructor (see <http://ods.gmu.edu/>).
- Students must follow the university policy stating that all sound emitting devices shall be silenced during class unless otherwise authorized by the instructor.

## Campus Resources

- Support for submission of assignments to Tk20 should be directed to [tk20help@gmu.edu](mailto:tk20help@gmu.edu) or <https://cehd.gmu.edu/api/tk20>. Questions or concerns regarding use of Blackboard should be directed to <http://coursesupport.gmu.edu/>.
- 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/>).
- 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/>).
- The George Mason University Office of Student Support staff helps students negotiate life situations by connecting them with appropriate campus and off-campus resources. Students in need of these services may contact the office by phone (703-993-5376). Concerned students, faculty and staff may also make a referral to express concern for the safety or well-being of a Mason student or the community by going to <http://studentsupport.gmu.edu/>, and the OSS staff will follow up with the student.

For additional information on the College of Education and Human Development, please visit our website <https://cehd.gmu.edu/>.

## Class Schedule

Note: Faculty reserves the right to alter the schedule as necessary, with notification to students.

Weeks	Learning Module	Textbook Readings*, Weekly Activities & Assignments Due
<b>Week 1</b> (January 25 – February 1)	<b>Learning Module 1</b> 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) <b>Learning Module 1 Activities</b>
<b>Week 2</b> (February 1 – February 8)	<b>Learning Module 2</b> UDL standards and guidelines for research and practice	Hall, Meyer, & Rose (2012) - Chapter 2 <b>Learning Module 2 Activities</b>

<b>Weeks</b>	<b>Learning Module</b>	<b>Textbook Readings*, Weekly Activities &amp; Assignments Due</b>
<b>Week 3</b> <b>Week 4</b> (February 8 – February 22)	<b>Learning Module 3</b> Multiple means of representation: Providing access to print text (adapting books and instructional materials to ensure accessibility)	Hall, Meyer, & Rose (2012) - Chapter 3 <b>Learning Module 3 Activities</b>
<b>Week 5</b> (February 22 – March 1)	<b>Learning Module 4</b> Multiple means of action and expression: Enhancing writing process for individuals with disabilities	Hall, Meyer, & Rose (2012) - Chapter 4 <b>Learning Module 4 Activities UDL</b>
<b>Week 6</b> (March 1 – March 8)	<b>Learning Module 5</b> Multiple means of engagement: Enhancing basic operations and problem-solving in math	Hall, Meyer, & Rose (2012) - Chapter 6 <b>Learning Module 5 Activities</b> <b>Research Review Due</b>
<b>Week 7</b> <b>Week 8</b> (March 8– March 22)	<b>Learning Module 6</b> Universal Design for Learning: Enhancing science and social studies instruction	Hall, Meyer, & Rose (2012) - Chapters 5 and 7 <b>Learning Module 6 Activities</b>
<b>Week 9</b> (March 22 – March 29)	<b>Learning Module 7</b> Universal Design for Learning in online education. Ensuring accessibility of electronic instructional products and materials	Coombs (2010) - Chapters 1 and 2 <b>Learning Module 7 Activities</b>
<b>Week 10</b> (March 29 – April 5)	<b>Learning Module 8</b> Universal Design for Learning in postsecondary education	Burgstahler & Cory (2008) - Chapters 3 (will be provided by the instructor) <b>Learning Module 8</b> <b>Activities</b> <b>UDL Resource Notebook Due</b>
<b>Week 11</b> (April 5 – April 12)	<b>Learning Module 9</b> Universal Design for Learning and student progress monitoring	Nelson (2014) – Chapter 5 (will be provided by the instructor) <b>Learning Module 9 Activities</b>
<b>Week 12</b> <b>Week 13</b> (April 12 – April 26)	<b>Learning Module 10</b> Designing the UDL curriculum	Hall, Meyer, & Rose (2012) – Chapter 10 <b>Learning Module 10 Activities</b> <b>UDL Lesson Plan Draft Due</b>
<b>Week 14</b> (April 26 – May 3)	<b>Learning Module 11</b> Final Project Presentations	<b>Learning Module 11 Activities</b> <b>UDL Instructional Plan Project Due</b>

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

## Assessment Rubric(s)

### UDL Instructional Plan Project Rubric

(Performance Based Assessment)

	<b>Does Not Meet Expectations</b> <b>1</b>	<b>Meets Expectations</b> <b>2</b>	<b>Exceeds Expectations</b> <b>3</b>
<b>Curriculum/Lesson Plan Overview</b> 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.
<b>User Characteristics and Needs</b> 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.

	<b>Does Not Meet Expectations 1</b>	<b>Meets Expectations 2</b>	<b>Exceeds Expectations 3</b>
<b>UDL Plan</b> 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 strategies to develop personalized supports for individuals with exceptional needs.	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 for individuals with exceptional needs.	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. Candidate utilizes evidence-based UDL strategies to develop personalized supports for individuals with various abilities, needs, and learning preferences.
<b>Demonstration</b> AT Program Standard 2 and 4	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

	<b>Does Not Meet Expectations 1</b>	<b>Meets Expectations 2</b>	<b>Exceeds Expectations 3</b>
<b>Reflection &amp; Impact</b> AT Program Standard 1 and 5	<p>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.</p> <p>Candidate fails to identify specific and relevant professional development opportunities to acquire knowledge and skills about new developments in UDL.</p> <p>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.</p>	<p>Candidate promotes and advocate for the benefits of continued implementation of UDL tools and strategies for individuals with various abilities, needs, and learning preferences.</p> <p>Candidate identifies ongoing professional development opportunities to acquire knowledge and skills about new developments in UDL.</p> <p>Candidate discusses the impact UDL can have on individuals with various abilities, needs, and learning preferences within various cultures and communities.</p>	<p>Candidate promotes and advocate for the benefits of continued implementation of UDL tools and strategies for individuals with various abilities, needs, and learning preferences.</p> <p>Candidate identifies ongoing professional development to acquire knowledge and skills about new developments in UDL, which may include participation in activities of professional organizations relevant to the field of assistive technology.</p> <p>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.</p>