



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

Spring 2016

EDAT 524 6S1: Universal Design for Learning

CRN: 21072, 3 - Credits

<b>Instructor:</b> Dr. Anna Evmenova	<b>Meeting Dates:</b> 01/19/16 - 05/11/16
<b>Phone:</b> 703-993-5256	<b>Meeting Day(s):</b> Asynchronous
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<b>Office Hours:</b> Wednesday 4-5pm (via Blackboard Collaborate) or by appointment	<b>Meeting Location:</b> 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: 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 students should contact the Special Education Advising Office at (703) 993-3670 for assistance. All other students should refer to their faculty advisor.

### **Nature of Course Delivery**

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. Presentation activities
7. Direct AT service interactions

### **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. Please plan to access Blackboard several times per week to see course announcements and weekly module activities. The course site will be available on a **Thursday through midnight Wednesday schedule**. All new materials, readings, and assignments will be posted on Thursday morning and students will be expected to complete and submit due assignments by midnight 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. 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/](http://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 **Thursday** and **finish** on **Wednesday** (by midnight). All new materials, readings, and assignments will be posted on Thursday morning and students will be expected to complete and submit due assignments by the end of Wednesday (by midnight).
- **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](mailto: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.

### **Field Experience Requirement**

A Field Experience may be a part of this course. A field experience is a variety of early and ongoing field-based opportunities in which candidates may observe, assist, tutor, and/or conduct research. Field experiences may occur in off-campus settings, such as schools (NCATE, 2008). Below are **REQUIRED PROCEDURES FOR ALL STUDENTS ENROLLED IN THIS COURSE**

1. Prior to representing George Mason in off-campus settings, visit this site: <http://cehd.gmu.edu/teacher/internships-field-experience>. The site has a comprehensive PowerPoint on the registration process and tips for a successful field experience. This is called the Field Experience Presentation. View this.

2. Complete the online field experience registration 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/assignment or not. This information is required by the state. It is important that you do this within the first two classes so that the Clinical Practice Office has sufficient time to find a placement for you.

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Please indicate how your placement will be arranged.\*

- I will need George Mason (Clinical Practice Specialist) to arrange a placement for my field experiences (including observations and/or case studies).
- I have been assigned a placement by my program for my field experiences (including observations and/or case studies).
- I will arrange my own field experience (observations and/or case studies) because I am a full-time contracted school system employee and will complete field experience at my workplace.
- 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 (Special Education, Early Childhood Education PK-3, Dual Licensure Early Childhood Education PD-3 and Early Childhood Special Education only).
- 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.

Fields marked with \* are required. Your preferences may not be guaranteed.

NOTE: When selecting options of “I will arrange my own...” you will be asked to specify further, and/or identify the region and/or school of your arrangement. You will also be asked to obtain permission from a school principal or school administrator. Students should keep this documentation.

- I understand that I must obtain permission from my principal/school administrator.

NOTE: It is not recommended that you work with your own child.

NOTE: If you selected the last option above, an email from the host teacher and the administrator is required to be sent to [cuanseru@gmu.edu](mailto:cuanseru@gmu.edu). The email serves as documentation of the approval. The administrators must approve all visitors in their school.

### **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

### **Digital Library**

Effective summer 2015, the Division of Special Education and disAbility Research will discontinue the use of the Pearson Digital Library. No further registrations will be accepted. Students who hold current subscriptions will continue to have access to the library for the

remainder of their subscription time. However, no further updates will be made to the digital library. During this time, should a textbook be revised or a new book is adopted for a class where the text is included in the digital library, Pearson will have options available to you and will provide you with an individual e-text or, if there is no e-text, a printed copy. Students, who have purchased a 3-year subscription directly through Pearson Education, will also have an option to obtain a prorated refund. However, 3-year subscription access cards purchased via the GMU bookstore will need to speak with a George Mason Bookstore Representative. Please be aware that the issuance of a refund, in this case, is at the discretion of the George Mason bookstore. Concerns or questions may be directed to Molly Haines at [Molly.Haines@pearson.com](mailto:Molly.Haines@pearson.com).

### **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/>

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 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 George Mason University Disability Services and inform their instructor, in writing, as soon as possible. Approved accommodations will begin at the time the written letter from Disability Services is received by the instructor. <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.

## Tk20 Performance-Based Assessment Submission Requirement

Every student registered for any Special Education course with a required performance-based assessment is required to submit the (*NO ASSESSMENT REQUIRED FOR THIS COURSE*) to Tk20 through Blackboard (regardless of whether the student is taking the course as an elective, a onetime course or as part of an undergraduate minor). Evaluation of the performance-based assessment by the course instructor will also be completed in Tk20 through Blackboard. Failure to submit the assessment to Tk20 (through Blackboard) will result in the course instructor reporting the course grade as Incomplete (IN). Unless the IN grade is changed upon completion of the required Tk20 submission, the IN will convert to an F nine weeks into the following semester.

## 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
<b>TOTAL POINTS.....</b>	<b>300</b>

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%
<b>Total</b>	<b>300</b>	<b>100%</b>

**Assignments**

**Performance-based 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 (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. Demonstration

Candidate records a 3-5 minute video documenting the candidate demonstrating a portion of 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 UDL Plan. The reflection will also include a plan of what resources and potential professional development that the UDL implementer might require. Potential impact of the UDL strategies could have on individuals with disabilities and 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 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 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).

### **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**

#### **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)

<b>Weeks</b>	<b>Learning Module</b>	<b>Textbook Readings*, Weekly Activities &amp; Assignments Due</b>
<b>Week 1</b> (January 21 – January 27)	<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> (January 28 – February 3)	<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>Week 3</b> <b>Week 4</b> (February 4 – February 17)	<b>Learning Module 3</b> Multiple means of representation: Providing access to print text (adapting books and instructional materials)	Hall, Meyer, & Rose (2012) - Chapter 3 <b>Learning Module 3 Activities</b>
<b>Week 5</b> <b>Week 6</b> (February 18 – March 2)	<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 7</b> <b>Week 8</b> (March 3 – March 16)	<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 9</b> (March 17 – March 23)	<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>Lesson Plan Overview Due</b>
<b>Week 10</b> (March 24 – March 30)	<b>Learning Module 7</b> Universal Design for Learning in online education	Coombs (2010) - Chapters 1 and 2 <b>Learning Module 7 Activities</b>
<b>Week 11</b> (March 31 – April 6)	<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 Activities</b> <b>UDL Portfolio Due</b>
<b>Week 12</b> (April 7 – April 13)	<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 13</b> <b>Week 14</b> (April 14 – April 27)	<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 15</b> <b>Week 16</b> (April 28 – May 11)	<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.

**Appendix**

**UDL Instructional Plan Project Rubric**

**(Performance Based Assessment)**

	<b>Does Not Meet Expectations 1</b>	<b>Meets Expectations 2</b>	<b>Exceeds Expectations 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>UDL Plan</b> AT Program Standards 2 & 3	Candidate does not identify the UDL standards addressed in an existing	Candidate identifies the UDL standards addressed in an existing	Candidate identifies the UDL standards addressed in an existing

	<p>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.</p>	<p>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.</p>	<p>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.</p>
<p><b>Demonstration</b> AT Program Standard 2 and 4</p>	<p>Candidate does not demonstrate knowledgeable of and proficiency in use of UDL strategies and tools.</p>	<p>Candidate is knowledgeable of and demonstrates proficiency in use of UDL strategies and tools.</p>	<p>Candidate is knowledgeable of and demonstrates proficiency in use of tools and evidence-based strategies to develop universally designed environments</p>
<p><b>Reflection &amp; Impact</b> AT Program Standard 1 and 5</p>	<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 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</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. Candidate identifies</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>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>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>
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